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THE AMERICAN
School Board Journal

A PERIODICAL of SCHOOL ADMINISTRATION

AUG 31 1929



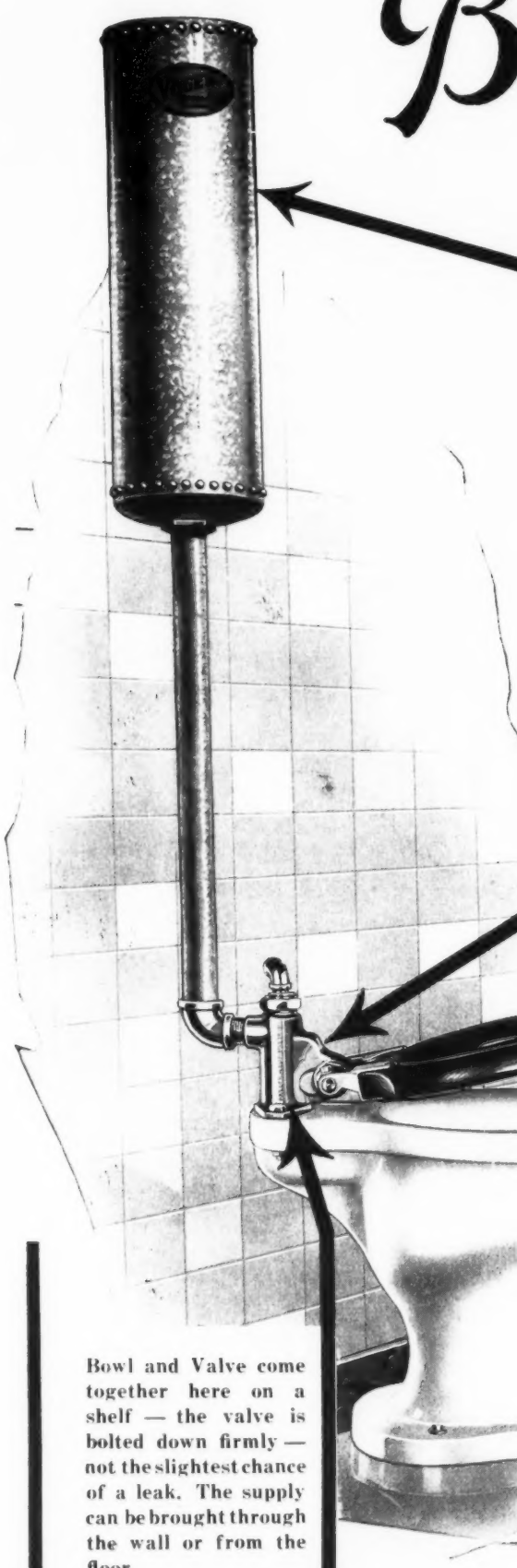
September, 1929

THE BRUCE PUBLISHING COMPANY
CHICAGO MILWAUKEE, WIS. NEW YORK

In this Issue: The School Board and Its Meetings

YOU NEED THIS CLOSET IN YOUR SCHOOL

Because



THE TANK is heavy galvanized iron, strongly riveted. Every tank is tested to 100 pounds air and water pressure. Such tanks never leak and they can be placed behind the wall with absolute safety. Regular tank is of five gallon capacity—larger tanks can be furnished when specified.

THE VALVE will never wear out and will never leak. It is a casting made of non-porous brass. All operating parts are of a bronze noted for its long wearing properties. This valve was put on a test—opening and closing 150,000 times, and did not show even the slightest wear — even the washers were absolutely tight. ***IN OPERATION:*** Weight on the seat allows water to rush into the tank, compressing the air already in the tank. Release of the seat shuts the supply valve and opens the flushing valve.

THE SEAT is made of hardwood, air-seasoned for two years. It is made to rigid specifications by one of the largest seat-making concerns in the country. Open front seat can be supplied—also seat of indestructible composition.

THE BOWL is heavy twice-fired vitreous china, finished in a flawless glaze. It is syphon-action and flushes on less than four gallons of water. At 20 pounds water pressure between three and four gallons of water will flow into the tank in 15 seconds.

Bowl and Valve come together here on a shelf — the valve is bolted down firmly — not the slightest chance of a leak. The supply can be brought through the wall or from the floor.

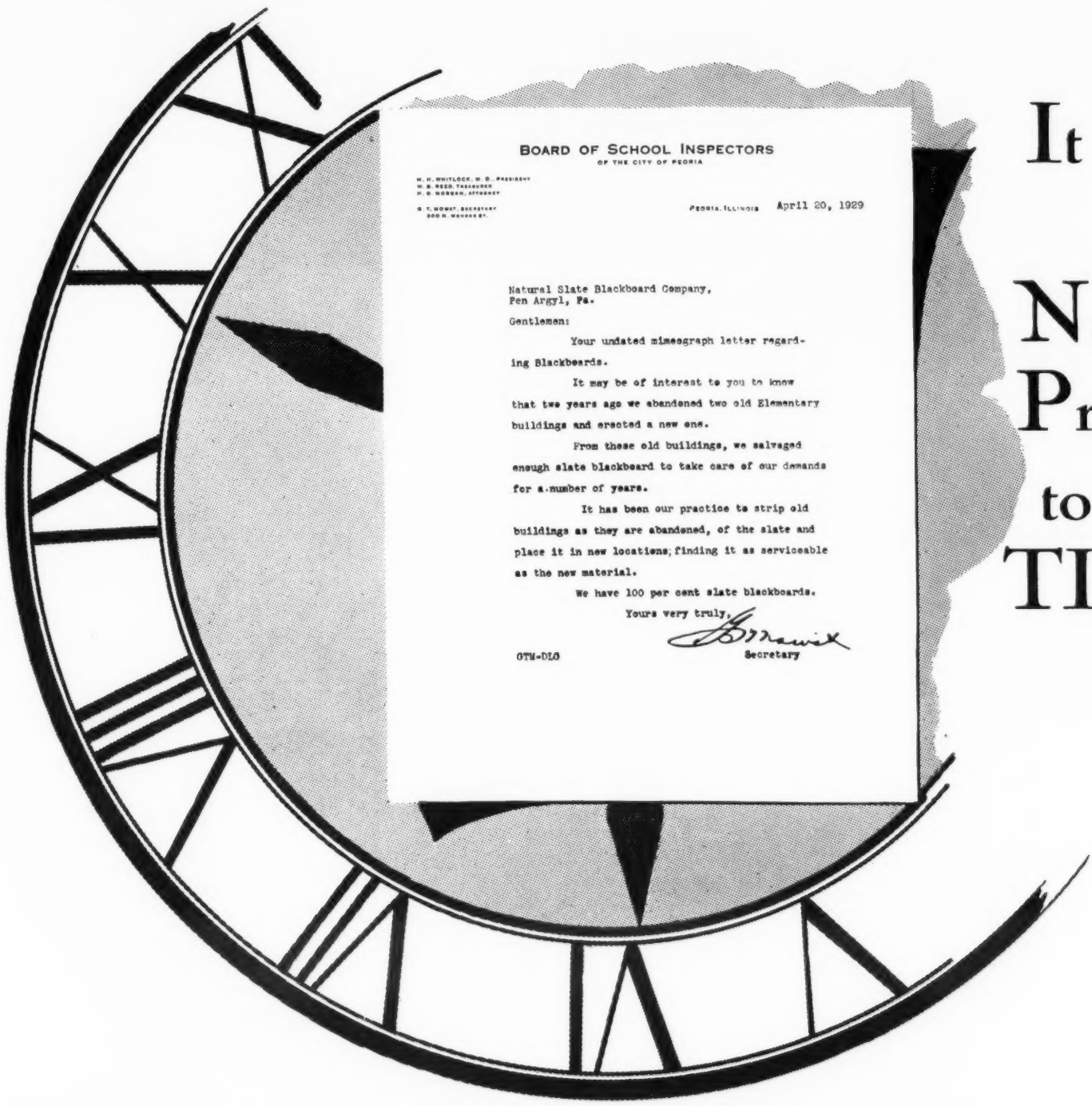
Plumbing supply dealers everywhere carry Vogel Selflush Number Ten Closets in stock.

All plumbers install them.

For quick information address

JOSEPH A. VOGEL COMPANY
Wilmington, Del. St. Louis, Mo.

• • VOGEL PATENTED *Products* • •



It takes a Natural Product to defy TIME

WHY ACCEPT THE IMITATION

that must later be replaced with Natural Slate?

FREE

Two interesting books have been published and are now ready for general distribution. Your two copies are reserved. Send your request in today. They give sizes, drawings, specifications and all general information as to the Pyramid Natural Slate Blackboard, together with an interesting story on the quarrying of Slate



READ CAREFULLY the letter reproduced above. Nothing exceptional for slate, but mighty important to you. Did you ever hear of an imitation blackboard serving for years and years in an old building and then installed in a new structure for continued service? No! Nothing but this firm, solid natural slate could ever stand the test, and yet you, too, can slice off that extra appropriation from your budget and still have the best.

Chalk dust, water, heat and cold have no effect on this product of nature. These solid boards, with their ideal writing surface, are not made of simply a thin coating to wear off and peel and crack. *They are solid* all the way through.

Be cautious of the "just as good" slogan. Insist on a blackboard that is fireproof and one that will *"outlast the building"*-- and then continue to serve.

Send in your inquiry today for prices on *PYRAMID* Natural Slate Blackboards, and their companion, the Kencor Cork Bulletin Board. Immediate shipment of any size order.

NATURAL SLATE BLACKBOARD CO.

940 Robinson Avenue, Pen Argyl, Penna.

UNIVERSITY of ROCHESTER, NEW YORK

Gordon & Kaelber, Architects **Charles A. Platt, Consultant** **Allan S. Crocker, Consulting Engineer**

EQUIPPED WITH JOHNSON HEAT & HUMIDITY CONTROL

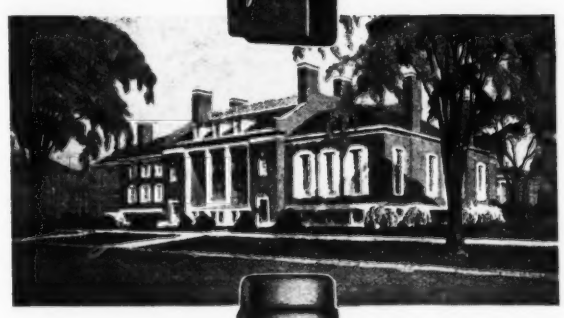
A Most Significant Reference

THE high standing of the men who approve and recommend Johnson Heat and Humidty Control, and the prominent institutions that accept the advisability of including automatic temperature regulation, emphasize emphatically the consideration *all* school officials ought to give this important item of school building equipment and maintenance.

JOHNSON
SERVICE COMPANY
MILWAUKEE, WISCONSIN
Established 1885
BRANCHES IN ALL PRINCIPAL CITIES



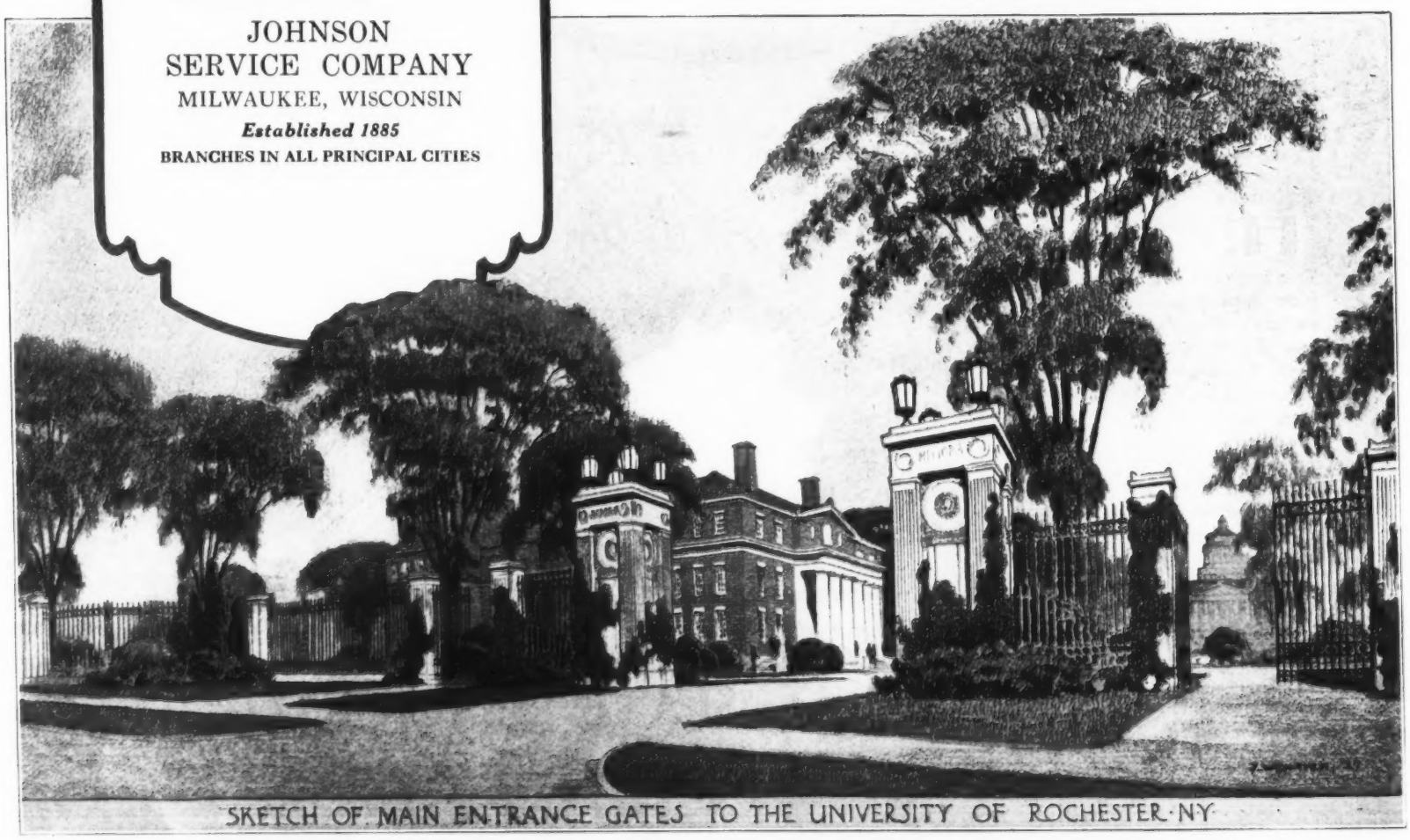
Chemistry Building, Liberal Arts Building, Library and Biology and Geology Building, University of Rochester.



Union Building, University of Rochester.



Chemistry Building, University of Rochester.



SKETCH OF MAIN ENTRANCE GATES TO THE UNIVERSITY OF ROCHESTER-NY

KEWANEE
STEEL RIVETED BOILERS

A boiler is bought *only once.* Its fuel must be bought *every year.* So, a low yearly fuel cost is far more important than the original price paid for the boiler.

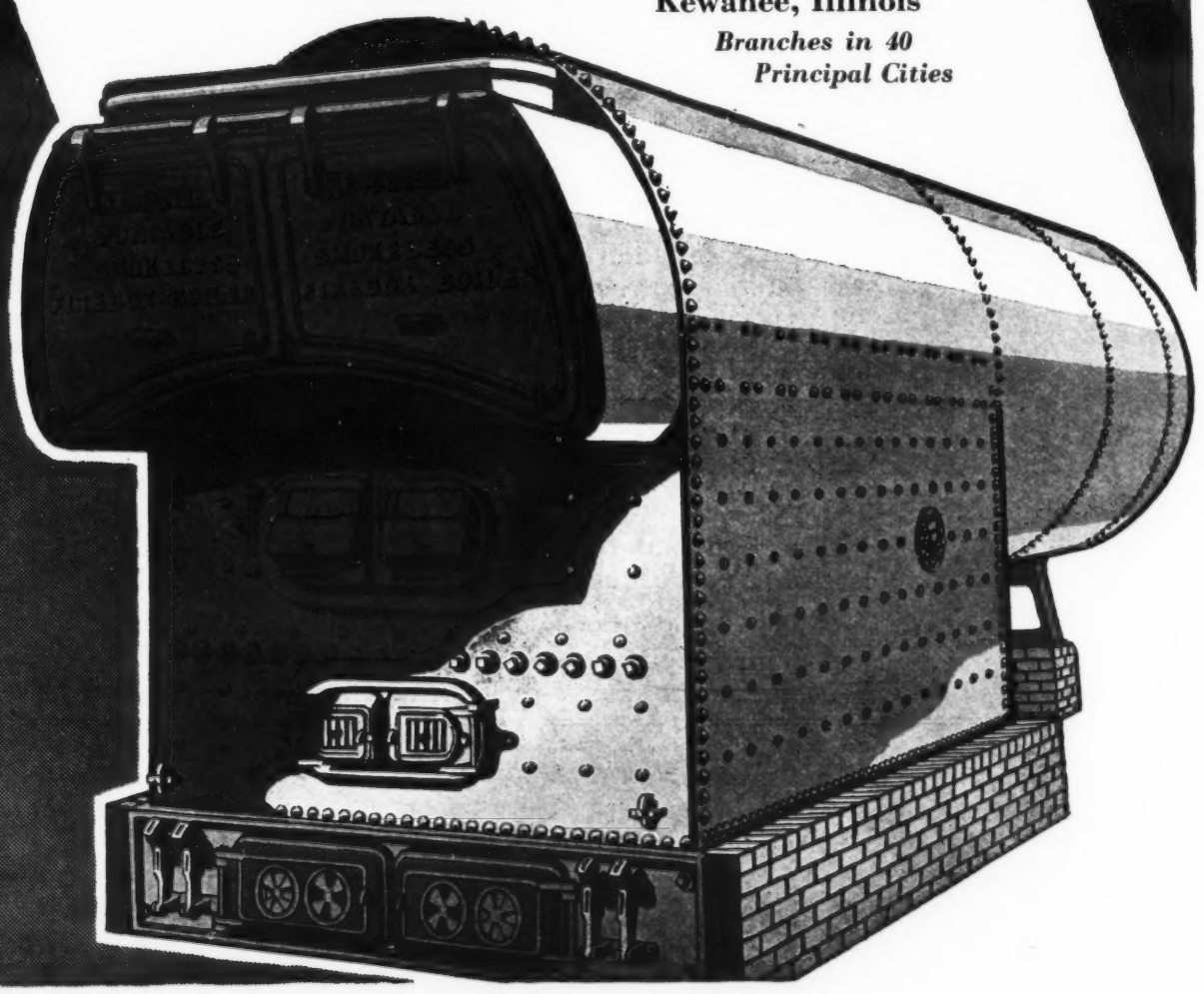
Kewanee makes no claims for "Bargain Basement" price. But it does claim—and these claims are backed by performance in the finest buildings—that in the long run Kewanee is the *best boiler investment any owner can make.*

KEWANEE BOILER CORPORATION

division of American Radiator and Standard Sanitary Corporation

Kewanee, Illinois

Branches in 40 Principal Cities





Von Duprin

Self-Releasing Fire and Panic Exit Latches

High Quality— and its Penalty

Ever since the beginning of Von Duprin, twenty-one years ago, we have put into the making of these devices all that we knew of craftsmanship and fine materials and sound engineering.

As a natural result, Von Duprin devices have become known as a line made to the highest possible standards.

There is no little satisfaction in having developed such devices and in having them generally recognized. There is also a penalty. The penalty lies in the knowledge that an occasional unscrupulous dealer takes advantage of the Von Duprin reputation and the higher cost of the Von Duprin devices to make an additional profit at the expense of the building owner. Isolated cases have come to our attention in which an architect has made Von Duprin latches a part of the finishing hardware specification and the dealer has substituted other latches as part of the finishing hardware contract

The trouble can be avoided by asking your architect to make panic bolts a separate item of the specifications, and to specify the devices by name.

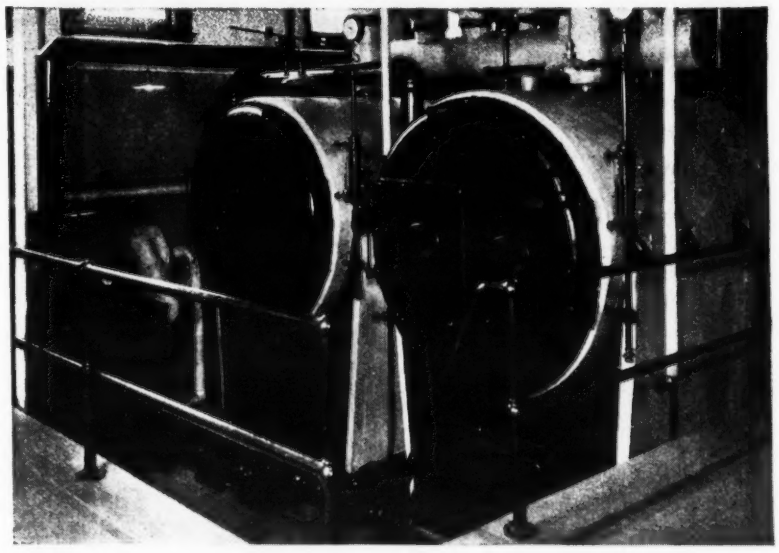
Your request will bring the
Von Duprin catalog by return mail.

VONNEGUT HARDWARE CO.
Indianapolis, Ind.

Listed as Standard by Underwriters Laboratories

PACIFIC

STEEL HEATING BOILERS



A heating efficiency of 82.35% from Pacific gas-fired boilers operating at 94.4% of rating

How do Pacific Steel Boilers act under gas firing?

To get facts, rather than to depend on claims, the Prairie Oil & Gas Company invited Prof. Sluss of the University of Kansas to make careful tests on two 15,000 square foot Pacific gas-fired boilers installed in their building at Independence, Kan.

Prof. Sluss' records show a heating efficiency of 82.35% with boilers operating at 94.4% of catalogue rating. The average stack temperature was 298° Fahrenheit.

Bear in mind that these tests were made by a strictly neutral and dependable expert, and *under actual operating conditions* rather than in the laboratory.

Much other interesting data was developed. We will be glad to send a full report of this Pacific gas-fired test to building owners, architects and engineers, who are interested in getting every possible heat unit from fuel used. Let us go into detail with you about the facts of Pacific performance.



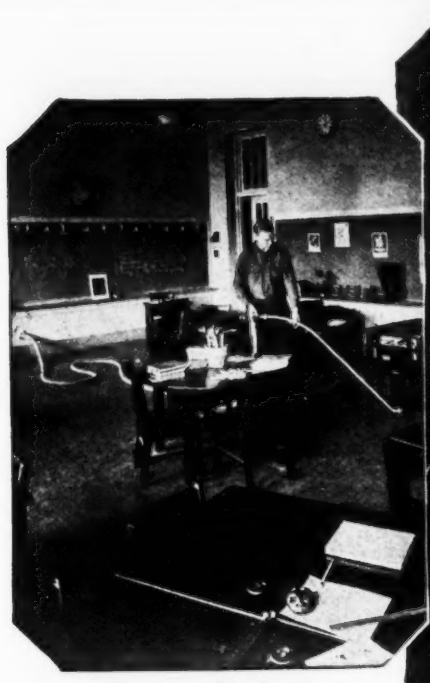
Prairie Oil & Gas Co. building, Independence, Kan. Heated by two 15,000 sq. ft. Pacific Gas fired boilers. Architects, Keene & Simpson, Kansas City. Consulting Engineer, Walter Gillham, Kansas City. Heating Contractor, Sell-Orr Heating Co., Independence, Kan.

PACIFIC STEEL BOILER CORPORATION

Factories: Waukegan, Ill., Bristol, Pa.

Sales Offices in 58 Cities

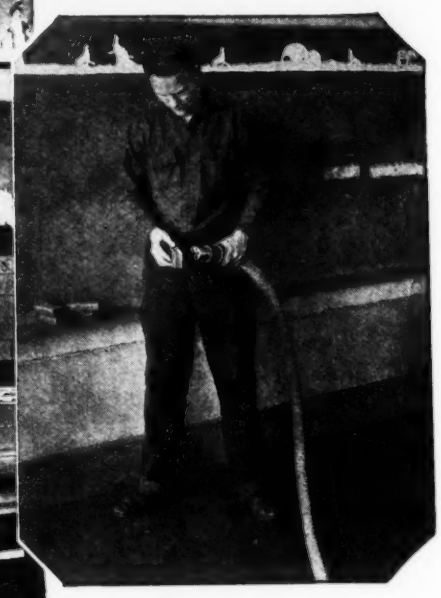
Division of United States Radiator Corporation, Detroit



Cleaning Linoleum in Class Room.



Cleaning Chalk Trays.



Cleaning Erasers.

When you remodel... or build a new school

REMEMBER that of all the modern advantages that machinery can add to school operation there is none that benefits more people and saves as much money as the Spencer Central Cleaning System.

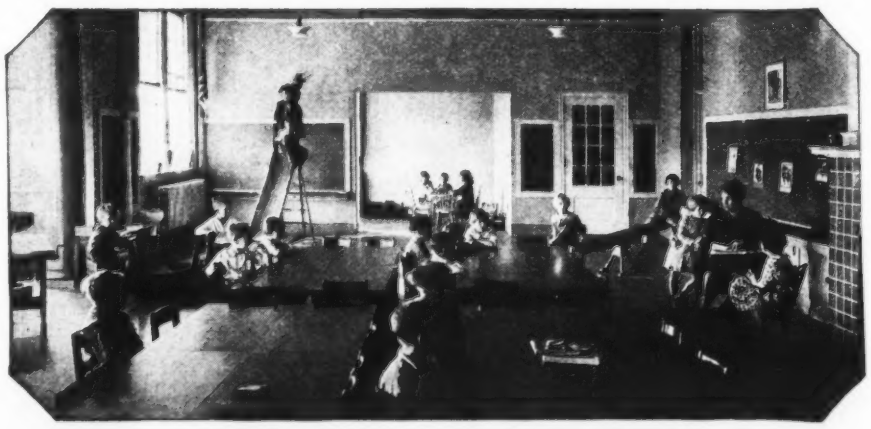
It cleans continuously . . . even during class time . . . the foot prints in the halls are erased with a vacuum pull that sucks all dirt and dust to a container in the basement.

The degree of cleanliness is greater, the health of teachers and pupils is conserved and the net increase in expense is more than overcome by the saving in time and the saving of paint, books, floor coverings and decorations — because the Spencer Cleaned School is *perpetually clean.*

THE SPENCER TURBINE CO.

HARTFORD, CONNECTICUT — CENTRAL CLEANING SYSTEMS — REPRESENTATIVES IN 50 CITIES

Used by 1500 modern schools — endorsed by leading architects and educators.



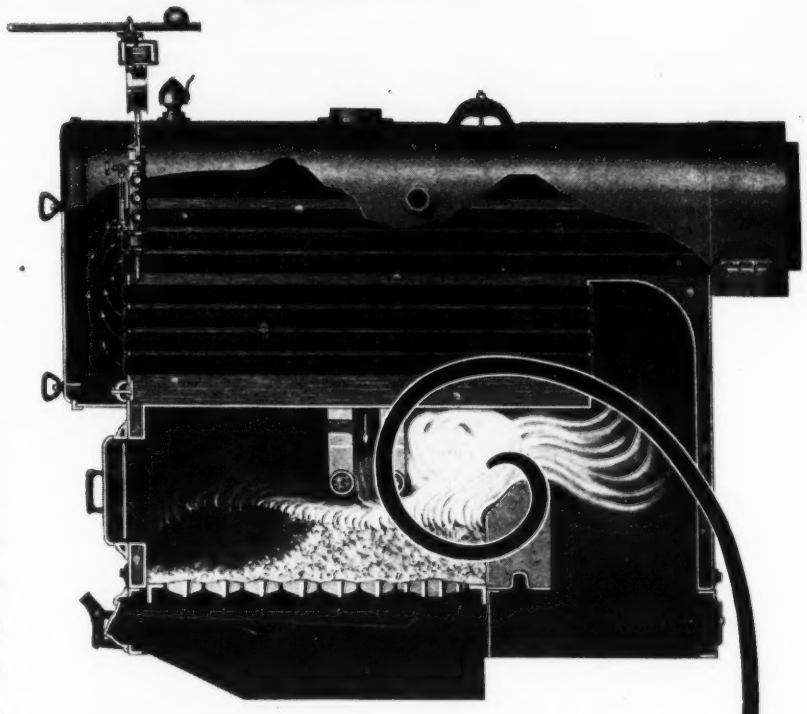
A Modern Kindergarten—Spencer Cleaned.



Ask for the new booklet "Modern Cleaning Methods for Modern Schools."

3327

No Smoke Passes This Whirlpool!

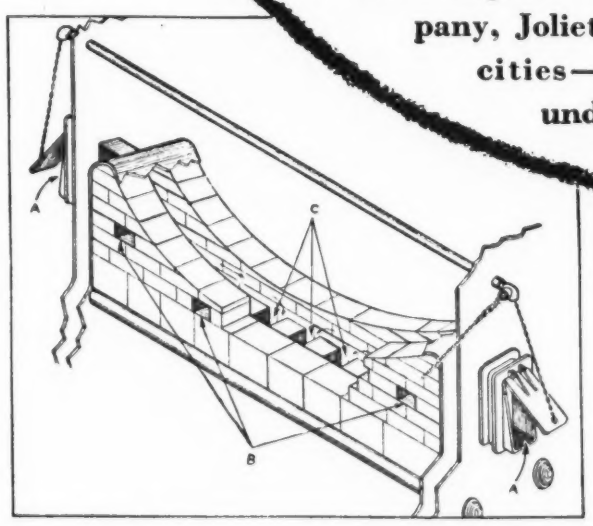


Like dry tinder—the soot laden gases of soft coal ignite the instant they strike this turbulent whirling mass of incandescent flame!

They burn and their usable heat units are utilized—because in this new Heggie-Simplex Smokeless Boiler there is always the right amount of oxygen to effect complete combustion. The additional oxygen necessary to burn bituminous coal smokelessly, but which can not be drawn through the fuel bed alone, is introduced through a special "carbureting chamber" over the fire.

Built of refractories, this chamber not only introduces the necessary additional oxygen but thoroughly heats it before passing it down onto the fire. A refractory bridge wall to the rear of this chamber baffles the fire, creating a whirlpool of flame which consumes all of the smoke and combustibles.

For complete facts, write Heggie-Simplex Boiler Company, Joliet, Ill.; representatives in principal cities—telephone and address listed under "Heggie-Simplex Boilers."



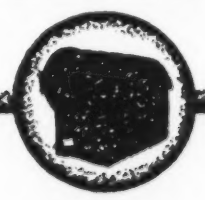
The "Carbureting Chamber" of the Heggie-Simplex Smokeless Boiler

Air is drawn in through intake doors (A) on both sides of the boiler. Volatiles arising from the fresh fuel are admitted through ports (B) in the forward wall. This inflammable mixture is thoroughly heated by the hot refractory walls of the chamber. It is ready for instant combustion when it passes through the jets (C) to mix with the gas stream flowing under the chamber.

Note there are no bothersome ceiling pulleys, long chains, etc. The operating device is "built in" the boiler.

HEGGIE-SIMPLEX

STEEL HEATING BOILERS



School Athletics



can be placed on a paying basis . .



. . *by enclosing the athletic field*

THE COST of maintaining the school athletic program need not be a "red ink" item in the school budget. School athletics can be made self-supporting.

When the athletic field is Anchor-fenced, gate receipts from events will more than cover the cost of coaches' salaries, uniforms and equipment.

The income from a single season usually returns the cost of an Anchor Athletic Field Enclosure, and an Anchor Enclosure requires practically no maintenance expense. Exclusive features provide long life and attractive appearance.

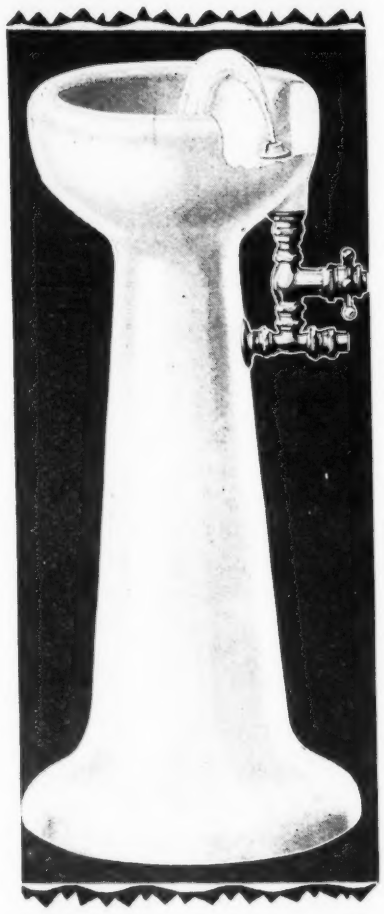
A plan and cost estimate for enclosing your field will be gladly furnished — just write the nearest of our 75 offices.

ANCHOR POST FENCE COMPANY
Eastern Avenue and Kane Street, Baltimore, Md.

Albany; Boston; Charlotte; Chicago; Cincinnati; Cleveland; Detroit; Hartford; Houston; Los Angeles; Mineola, L. I.; Newark; New York; Philadelphia; Pittsburgh; St. Louis; San Francisco; Shreveport

Representatives in all principal cities. Consult local classified directory.

ANCHOR *Fences*



The Accepted "Bubbler"

FROM every angle the R-S drinking fountain is unparalleled. Besides furnishing clean, fresh water — each drink is a sanitary one.

Because of its special design it prevents lips from touching the nozzle — contamination is automatically eliminated.

The R-S line includes Sanitary Drinking Fountains, Bath and Plumbing Fixtures and Supplies.

Write for illustrated catalog.

⚜ ⚜ ⚜

Rundle-Spence Mfg. Co.

51-4th Street
MILWAUKEE, WIS.

Our Contribution
to the art of Heating & Ventilation



SIX YEARS AGO when the Herman Nelson light weight, compact, indestructible radiator was placed on the market, it was immediately accepted as the greatest advance in the art of Heating and Ventilation in a generation. It has made possible heating and ventilation dependability and performance hitherto unattainable.

The Herman Nelson Wedge Core Radiator is an exclusive feature of all Herman Nelson Heating and Ventilating Products and accounts for their unequaled performance.

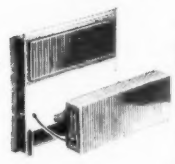
HEATING · VENTILATING · COOLING · DRYING · CONDENSING

UNIVENT

for the ventilation of schools, hospitals, offices and other buildings presenting an acute ventilating problem.

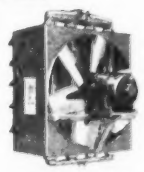


HERMAN NELSON *Invisible* RADIATOR



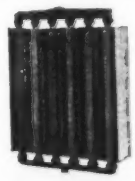
. . . supersedes all previous radiators, radiator cabinets or enclosures. Occupies no room space and makes possible any desired decorative scheme or furniture arrangement. Indestructible in service.

THE HERMAN NELSON hiJet HEATER



It operates at steam pressures from 1 to 150 lbs., and offers the better and more economical way of diffusing heat in Factories, Railroad Shops, Roundhouses, Mills, Warehouses, Garages, Gymnasiums and Industrial Buildings.

Herman Nelson Radiator Sections
for Blast Heating and Cooling



Indestructible, operating at any steam pressure from 1 to 150 lbs., non-corrosive and leak-proof.

May be arranged in banks to solve any special problem of heating or cooling.

THE HERMAN NELSON CORPORATION · *Moline, Illinois*

Builders of Successful Heating and Ventilating Equipment for over 20 Years

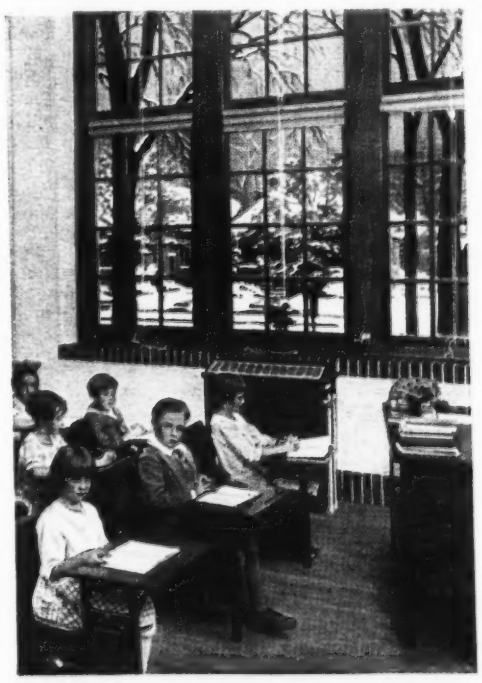
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UNIVENT VENTILATION often imitated but never duplicated

THE Univent, itself, is a complete individual ventilating machine, for drawing fresh air directly from out-of-doors—cleaning it—warming it to a comfortable temperature—and silently delivering it in such a manner that there is an agreeable air motion—but without drafts.

Today, thanks to the Univent, the principle of unit ventilation is nationally recognized. Naturally, many manufacturers are seeking to supply the market the Univent has created. But mark this. The results brought by Univent Ventilation are due to exclusive features of the Univent itself. They may be imitated but *cannot* be duplicated in other unit ventilators. Where the health, energy and mental efficiency of our children is at stake, ventilation should be purchased on proven results. To realize the epochal results of the Univent system, one need only refer to School Executives, Architects and Engineers everywhere who endorse it as the best, simplest and most economical.



UNIVENT
VENTILATION

Write for our book
"Univent Ventilation No. 29"

Univent *and* Glass *make the difference*

THE HERMAN NELSON CORPORATION · *Moline, Illinois*

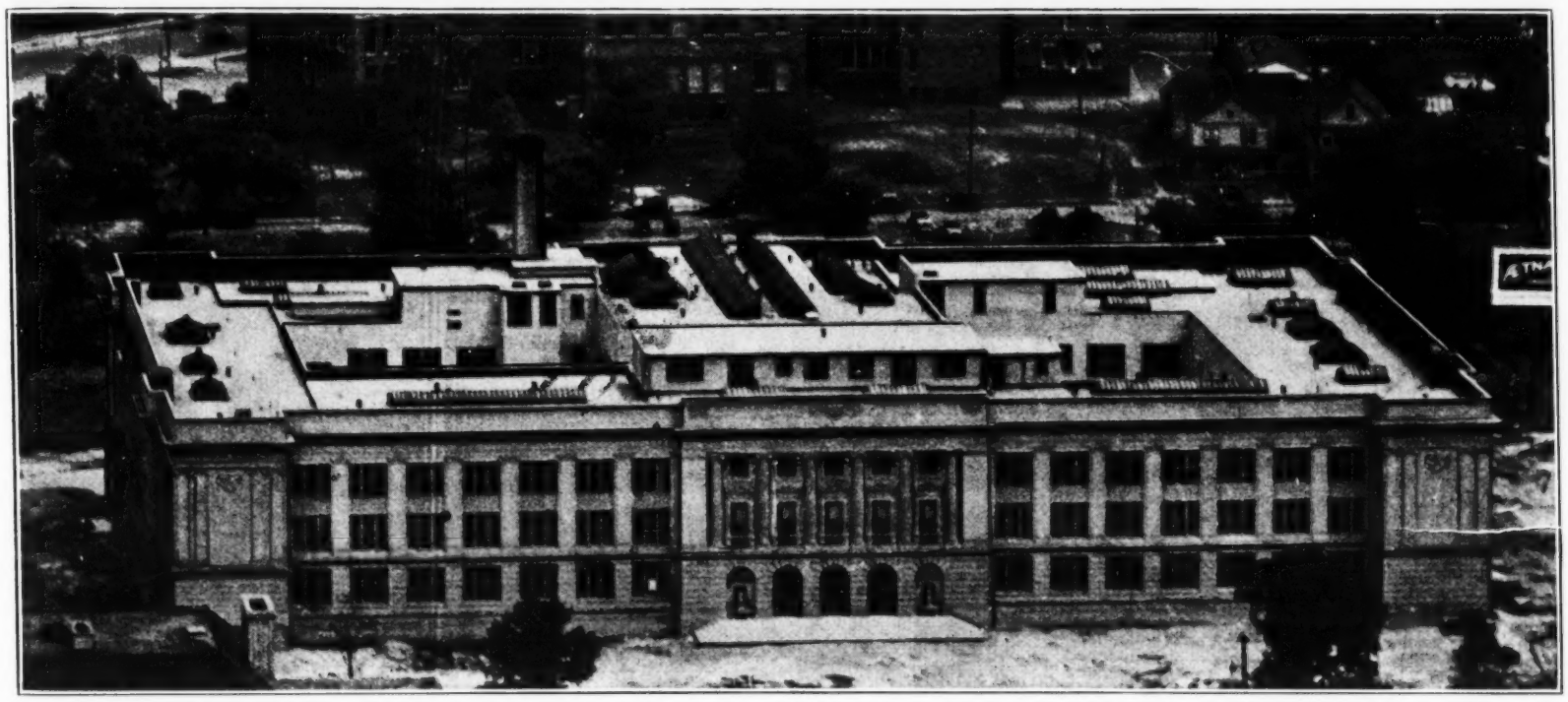
Builders of Successful Heating and Ventilating Equipment for over 20 Years

Sales and Service

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UTICA	PITTSBURGH	CLEVELAND	CHICAGO	ST. LOUIS	OMAHA	PORTLAND	WINNIPEG, MAN.
					EMPORIA		

Aerial Photograph of Two Million Dollar (John Hay) High School Cleveland, Ohio.

NATURAL DAYLIGHT ILLUMINATION



MR. GEORGE M. HOPKINSON, Architect
For Cleveland School Board

Glazed by TOLEDO PLATE & WINDOW GLASS CO.,
Cleveland, Ohio

More than 10,000 sq. ft. Pressed Lens Wire and Lensrib Wire Glass used in the skylights and ceilings of this superb school.

No loss from light reflection — light intensity increased 50% and no glare.

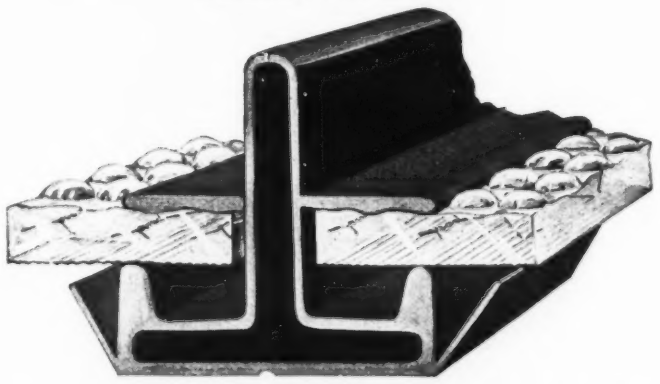
The extraordinary volume of daylight illumination (shadowless light) is generally conceded superior in quality and volume to any other glass and may be used in all class rooms, laboratories and science buildings, even those more modest in design.

The value of skylights in terms of daylight illumination (foot candles), whether of hip, monitor, sawtooth or other construction, may be 100 per cent efficient when Pressed Lensrib or Pressed Lens Wire Glass is used instead of ordinary factory glass. Architects and school boards are invited to investigate this remarkable achievement. Engineer's drawing No. D93 showing charted lines of diffusion mailed if desired.

No Loss from Reflected Light

PRESSED LENSRIB WIRE GLASS

Diffusing Wire Glass

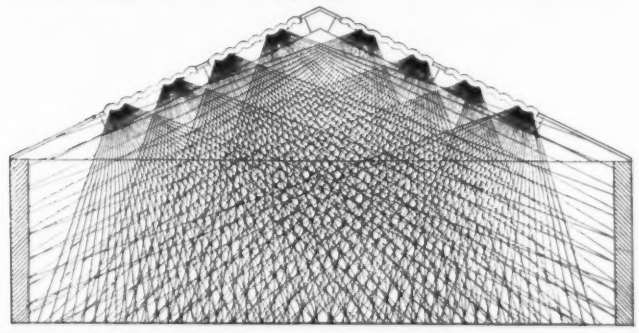


Cut shows perfect waterproof glazing in most approved standard type puttyless construction. Details upon request.

All flat glass with perfectly flat surface show an actual loss from reflected light equal to 50%. Observe the reflection on any flat glass.

Pressed Lensrib Wire Glass takes the vertical light at any angle, without reflection, the light then being diffused at an angle of 45 degrees by the ribs underneath, giving greatest possible daylight illumination to any interior.

Engineers' Specification and Drawing for Interior Daylight Illumination



PRESSED LENSRIB GLASS WITH OR WITHOUT WIRE

1. No loss from reflected light.
2. Gets the vertical light.
3. Highest possible transmission.
4. Maximum diffusion or re-directed light passing through.
5. No glare.
6. Self-cleaning surface, perfect cleanability.
7. Heat dispersion.
8. Fracture resistance.
9. Conceals the light spots from the reflectors.

A DIFFUSING WIRE GLASS FOR SKYLIGHTS, CEILING AND SIDE WALLS

These essentials are not matched by any other glass because the structure of Lensrib was designed to function covering features Nos. 1, 2, 3, 4, 5, 6, 7, 8, 9, by expert laboratory skill for the express purpose of increasing daylight illumination. Successfully used in many schools, laboratory buildings, science halls, libraries, classrooms, high grade industrial plants, gymnasiums, etc. Especially adapted to ceilings in art galleries. Conceals light spots from reflectors. We guarantee or money refunded.

HOW TO SPECIFY: All sky-lights, side walls, ceilings, and other openings, are to be glazed with Lensrib Wire Glass as shown on plans and specifications, which product is made by the Manufacturers Glass Company, First National Bank Building, Chicago, Illinois; this glass shall be glazed with lenses on the exterior and ribs underneath, so that any condensation may be drained by the rib channels.

MANUFACTURERS GLASS CO.

CHICAGO
1702 First National Bank Building

NEW YORK CITY
551 Fifth Avenue

Stocked by leading jobbers everywhere — Factory, Sergeant, Pa.

This Janitor Knows Lapidolith Keeps a Concrete Floor Hard

The Roanoke City Public Schools state in a recent letter, "We have a large room being used as a play room which *we had treated with Lapidolith ten* years ago. The janitor in charge of this room informs us *there is no grinding of dust or wear from this floor.*"

Lapidolith Concrete Floor Hardener is one of the seven products described below used by thousands of schools to reduce upkeep expense.

FOR CONCRETE FLOORS

Hardening and Dustproofing

LAPIDOLITH—This liquid chemical concrete hardener welds the loose particles into a close-grained mass that becomes granite hard. Excellent for basement or any floor receiving hardest wear. The flint-like topping withstands years of traffic. Water or chemicals do not readily penetrate it. Merely mopping and sweeping keeps a Lapidolized concrete floor sanitary. Goes on like water so labor cost is negligible. Equally efficient for old or new floors. Colorless.

Surface Coating and Coloring

CEMENT FILLER—For floors where decorative appearance is wanted as for hallways, basement rooms, toilets, etc., apply this material over new or old surfaces. Forms a wear-resisting smooth, colored top over rough, pitted or soiled floors. Four standard colors. Easy to apply. Labor cost small.

Painting

CEMCOAT FLOOR ENAMEL—Dustproofs and decorates with a glossy, washable, wear-resisting film. Comes in eight attractive colors. Exceptionally elastic. Will stand up where other floor enamels would fail. Dries in twenty-four hours. Special application for basements on floors where dampness is prevalent.

FOR WOOD FLOORS

Wearproofing and Dustproofing

LIGNOPHOL—This penetrating preservative prevents splintering, checking, warping and rotting by filling interior wood cells and fibres with oils and gums. Supplies a toughening binder that increases tensile and resisting power of wood. Safeguards floors against deterioration from dry heat and moisture, and waterproofs.

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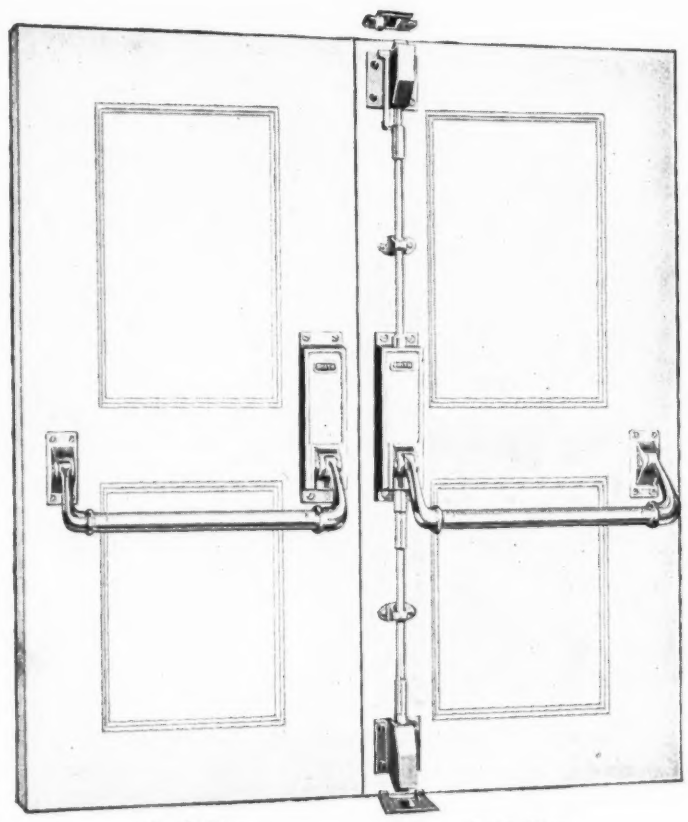
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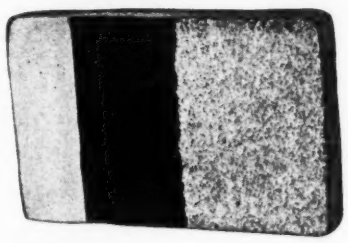
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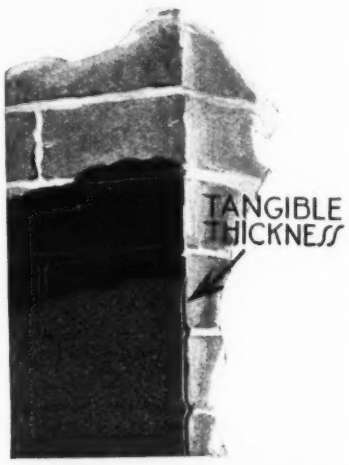
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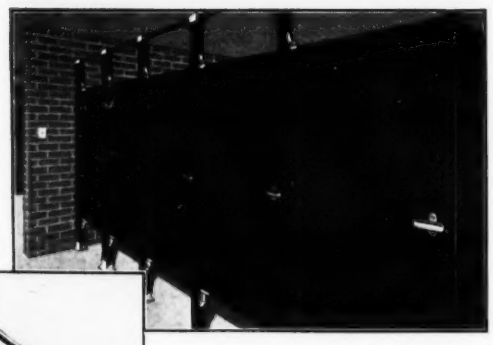
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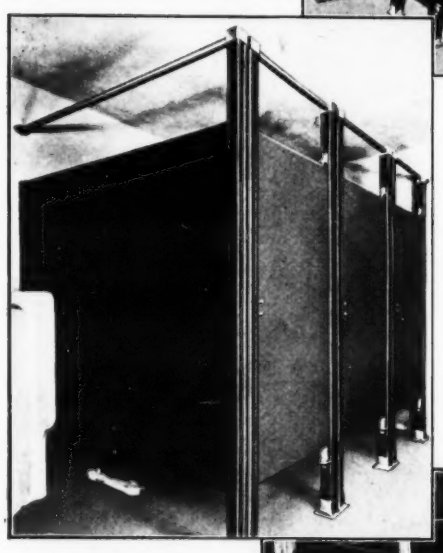
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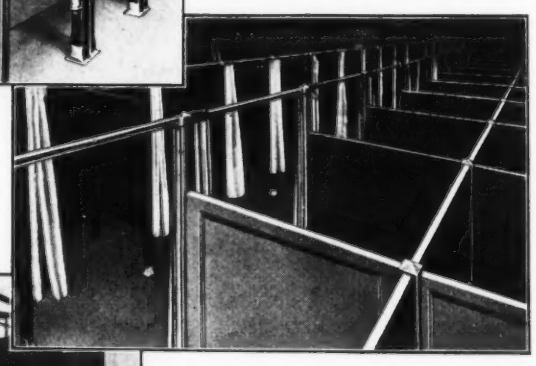
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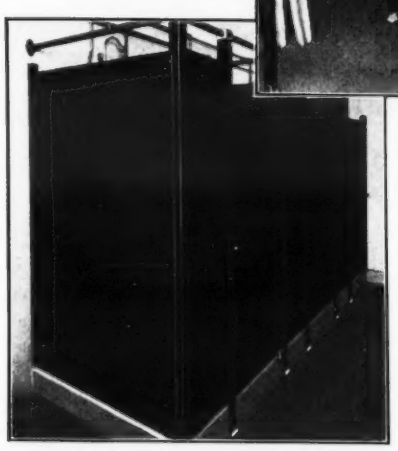




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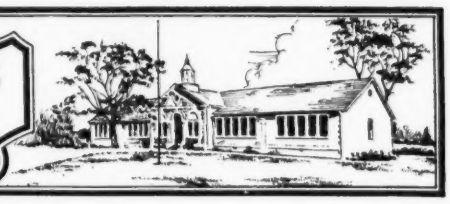
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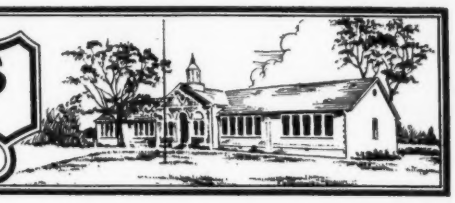
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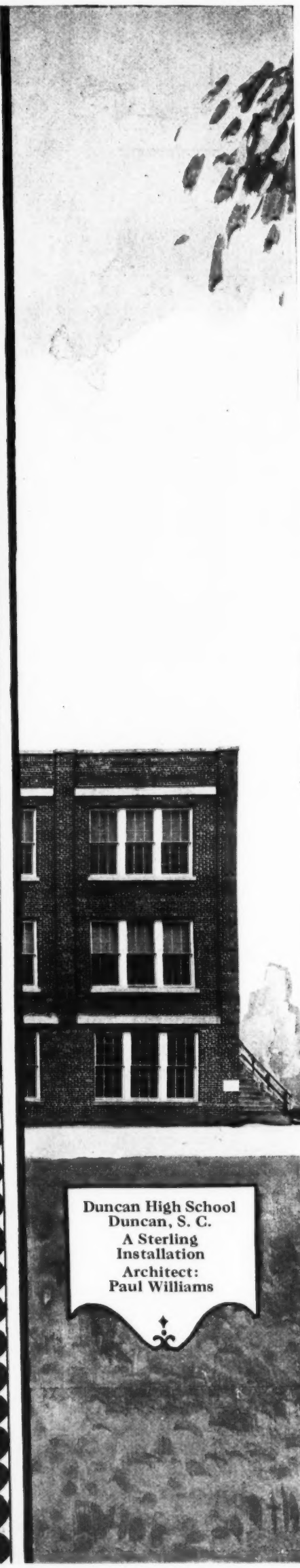
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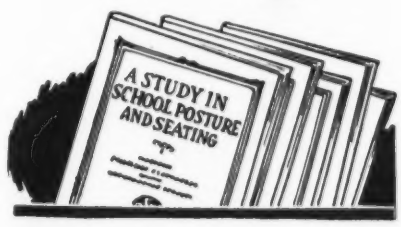
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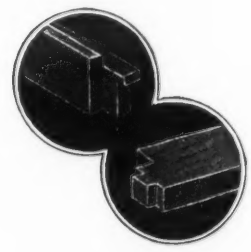
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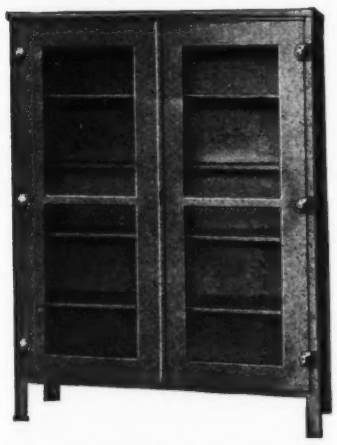
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Beautiful, dignified, comfortable. Standards of pressed steel with noiseless double ball and socket hinge, finished olive green unless otherwise ordered. Seat and back of 5 ply ⅞ maple of the proper curves, finished dark mahogany unless otherwise ordered. Each $3.50, with ¾-inch back $3.75.

INDESTRUCTO CORRECT POSTURE MOVABLE ADJUSTABLE DESK

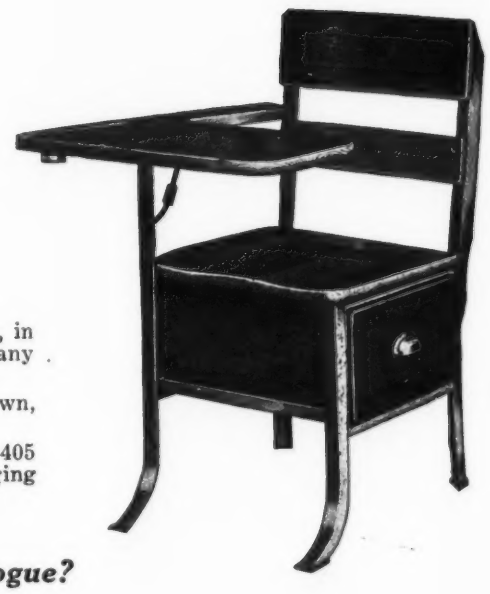
The back and seat are curved to fit the body and support the pupil in the correct posture as ascertained by the Correct Posture League and other authorities. A great advance in School Seating, seat top and back are of maple plywood built with casein glue, finished in schoolroom brown. Steel frames in olive green unless otherwise ordered. Prices including inkwell Nos. 1 and 2—$5.25; Nos. 3 and 4—$4.95; Nos 5 and 6—4.65. Drawers, all sizes, 95 cents.





No. 65 STEEL BOOK CASE WITH DOORS

Dimensions: 12 in. deep by 40 in. wide by 55 in. high, each $30.00.



THE COLUMBIA INDESTRUCTO ADJUSTABLE MOVABLE DESK

Shown at the right. The top is adjustable in height, in tilt, and has a leveling adjustment not possessed by any other desk.

Wood parts are of oak, finished in schoolroom brown, while the steel frames are finished olive green.

No. 400-1 and 2, $4.95; No. 403 and 404, $4.65; No. 405 and 6, $4.35; B Drawer, $0.95. Inkwells with steel swinging holders, $0.15. Back panel above bookshelf, $0.20.



COLUMBIA INDESTRUCTO CHAIR

Sturdily constructed with posture seat and back. Large size $2.85; Kindergarten size $16.00 per dozen.

Did you receive a copy of our August Catalogue?

STRUCTOFOLD CHAIRS

Guaranteed to endure hard usage. Our special circular gives a choice of many designs. Any chair may be had with plywood scroll seat with steel scroll seat as in BOS or with a steel flat seat. In some numbers a choice of plywood or steel back is given. Any pattern may be fastened in racks or rows @ $3.00 per dozen.

Prices per dozen. HPS $25.00; BOS and APW $20.00.



HPS



BOS

SANI-STEEL INSTRUCTOR'S DESKS

This desk may be had with two drawers at $13.00; four drawers at $17.00; with five drawers at $19.50. It has a steel frame and body that is finished dark olive green. The top and drawers of five-ply built up quartered oak, finished dark golden.



COLUMBIA SCHOOL SUPPLY COMPANY, INDIANAPOLIS



Educator Model No. 401
White Rotary Electric

Nothing like it on the Face of the Earth!

THE EDUCATOR MODEL is the only one of its kind. Our sewing machine and school equipment engineers, working in co-operation, have produced a sewing machine especially suited in every detail to classroom needs.

Stitch and tension regulators—revolving spool pins—simplified threading—the accessible knee control—are some of the features that make the Educator Model a delight to teacher and pupil alike.

The adjustability of both chair and machine insures correct posture for the student. The open front and handy drawer provide convenient storage space. A collapsible cover protects the machine when not in use. Complete set of attachments and valuable sewing helps are supplied with every machine.

Write for full information on the Educator Model of the White Rotary Electric.

White Sewing Machine Company

CLEVELAND, OHIO, U.S.A.

Manufacturers of Sewing Machines for 53 Years

Distributed by
WHITE SEWING MACHINE CO.
Retail Stores in Principal Cities and dealers everywhere

Distributed by
THE THEODOR KUNDTZ CO.
District Offices and Distributors

© 1929, W. S. M. Co.



Auditorium Chair
Model No. 11D



Steel Combination Stationary
Model No. 301



Tablet Arm Chair
Model No. 704



Single Pedestal Stationary
Model No. 851



Adjustable Steel Desk and Chair
Model No. 405



Adjustable Pedestal Desk
Model No. 802



Combination Adjustable
Model No. 201

In Higher Educational Circles . . . they prefer Kundtz Eclipse School Furniture

THOSE Educators who insist on the best for their schools inevitably choose Kundtz equipment. Kundtz desks and chairs do credit to any school—and their correct posture construction insures health and comfort for pupils.

The three essential points in which Kundtz furniture excels are Correct Posture, Durability, and Sanitation . . . . each point necessary to the satisfactory and economical operation of your school.

Send for our latest catalog. The Theodor Kundtz Company, Cleveland, Ohio (Division of White Sewing Machine Corp.)

The Theodor Kundtz Company

CHURCH AND ECLIPSE AUDITORIUM SEATING

SCHOOL FURNITURE

Cleveland Ohio, U.S.A.

CHAIRS - DESKS - FOLDING CHAIRS - COMBINATION DESKS - ADJUSTABLE DESKS - THEATER CHAIRS

A COMPLETE LINE

Unexcelled in Design and Honestly Built

Right — Theater Chair No. 600A. is the Ideal seating equipment for school auditoriums.





Left —The "Panama" combination desk with noiseless hinge and the new Double Lip and Undercut method of joining wood and iron.

Below — The most popular folding chair made is the famous Peabody No. 70.



Twenty-six years of square dealing with American Schools has firmly established the Peabody reputation for quality of product and quality of service. We offer you without cost, the service of our seating experts in the solution of *your* problems.

Send for the latest Peabody Catalog.

Below—Peabody Portable Assembly Chair Sections are *built* together — not simply individual chairs fastened to long section strips.



The Peabody Seating Co.

Formerly the Peabody School Furniture Co.

North Manchester Indiana

TABLET ARM CHAIRS - RECITATION SEATS - MOVABLE CHAIR DESKS - TEACHERS' DESKS - ASSEMBLY CHAIRS

COMPACTNESS

Is one of the important features of the **VIKING** Steel Folding Chairs. They fold perfectly flat and stack solidly. The **VIKINGS** require a surprisingly small amount of storage due to their compact folding feature.

CONSIDER THESE **VIKING** FEATURES



VIKING NO. 500

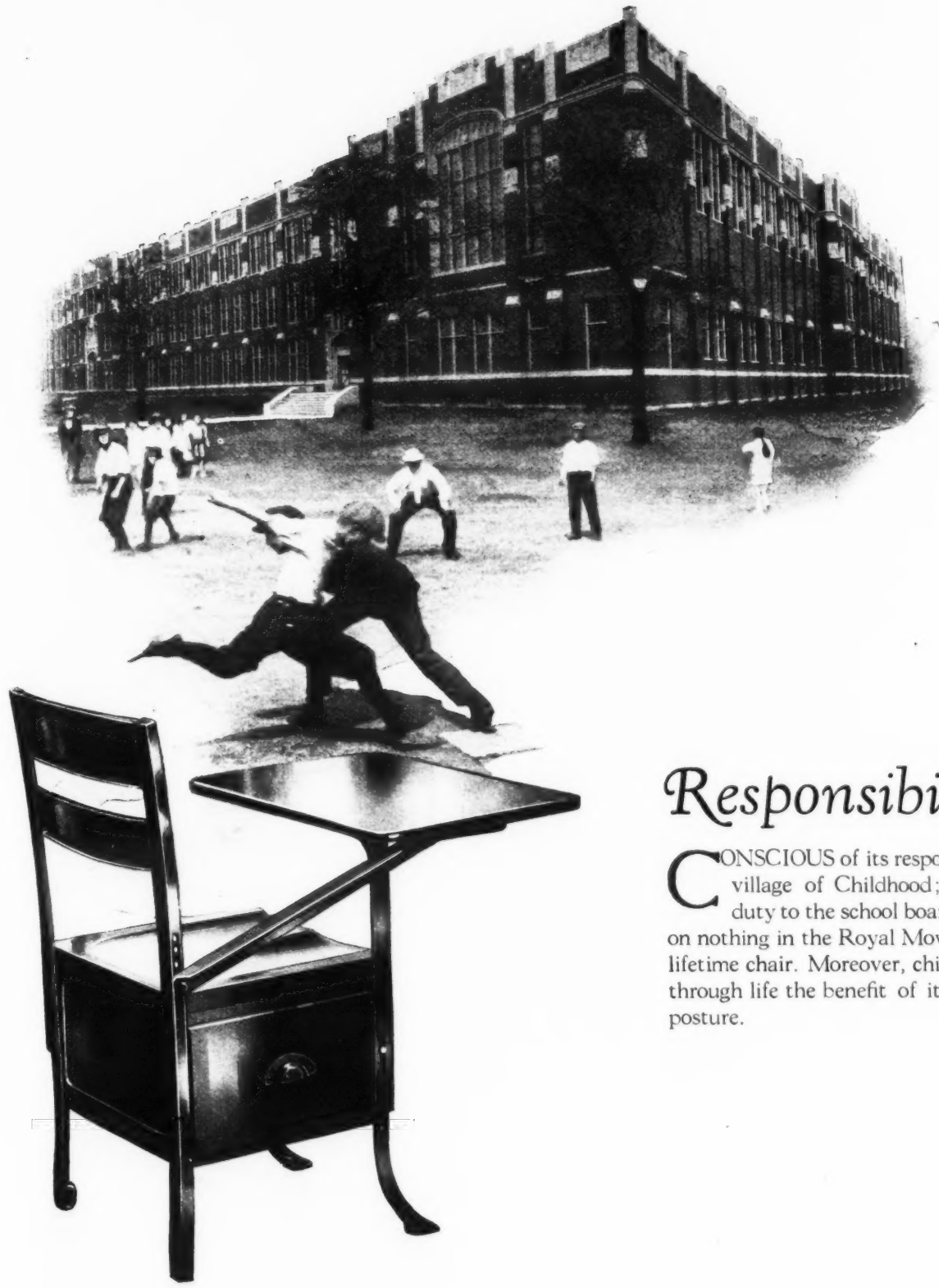
STURDINESS	ATTRACTIVENESS
RIGIDITY	*COMPACTNESS*
INDESTRUCTIBILITY	BALANCE
ECONOMY	QUIETNESS
COMFORT	LOW PRICE



VIKING NO. 1000

MAPLE CITY STAMPING COMPANY

PEORIA, ILLINOIS



Responsibility

CONSCIOUS of its responsibility to the village of Childhood; — aware of its duty to the school board, Royal stints on nothing in the Royal Movable — the real lifetime chair. Moreover, children will carry through life the benefit of its truly correct posture.

THE ROYAL CHAIR
"A Lifetime Chair"

CORRECT POSTURE MEANS SADDLE SHAPED SEATS

ROYAL METAL
Manufacturing Company
1130 So. Michigan Boulevard
CHICAGO

Jones The Standard Line

Cafeteria Chairs
Teachers' Chairs
Library Chairs

Starting with design which experience has proved fundamentally correct; manufacturing according to modern ideas of production; submitting every completed unit to rigorous tests; placing upon each unit a price fair alike to consumer and maker; and, most important, recognizing that true service involves more than the building of furniture, we believe that we have succeeded in making "Standard" values truly—"*values—above the ordinary.*"

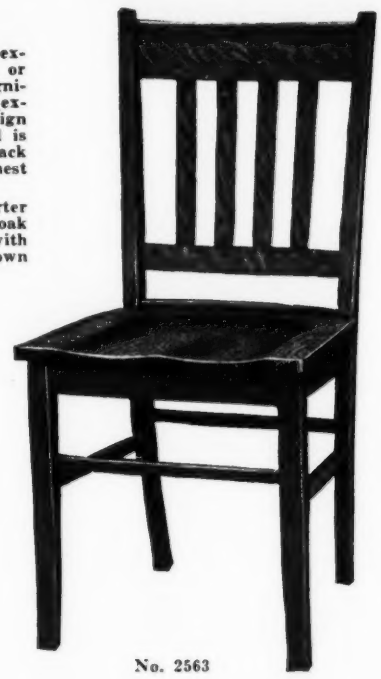
The Standard Line of school furniture includes teachers' desks, tables, and chairs of every style. We call your attention, however, to the two chairs shown here.

[You should have a copy of our new 1929 school catalog before you make this fall's purchases. Just a card will bring one.]

Standard School Equipment Co.
SILER CITY NORTH CAROLINA

At the right is Number 2563, an extremely popular chair for teachers' or library use, combining graceful, dignified lines with medium weight and exceptional strength. The improved design saddle seat is full boxed. Back rail is bent with the seat framed in; back posts are steam bent and the finest construction is used throughout.

Made from plain oak with quarter sawed back or quarter sawed oak throughout. Back may be had with single panel if desired. Standard Brown or Light Oak finish.



No. 2563



No. 1317

Chairs such as Number 1317 shown at the left are exceedingly light and handy and are at the same time comfortable and strong. They are especially recommended for library and cafeteria use where chairs are stacked on top of tables for cleaning floors.

Round seat is veneered. Legs are sturdily braced under the seat and rear legs are especially braced to withstand the strain imposed by tipping backward.

Values Above The Ordinary



IMPROVED
ELGIN
SCHOOL TABLE

A Timely Message To Educators

IT IS interesting to note in this age of progress that no basic improvement has been made in the seating arrangements of our primary grades since the designing of the stationary desk over a half century ago. Immense forward strides have been made in practically every branch of education but in this one respect it has stood still. For years school superintendents and educational authorities have realized the need of a change in the lower grades.

It remained for the RINEHIMERS, master woodworkers, to evolve the much-needed improvement. The ELGIN SCHOOL TABLE for first and second grades — the cooperative efforts of experienced educational directors and constructive engineers — is now fast replacing the impractical, uncomfortable stationary desk. It is the basis for the new principle of "group instruction."

SEND FOR THIS BOOKLET NOW

These betterments can be better appreciated after reading our booklet "Seating Efficiency." Send for it now. You can then make the necessary changes in your rooms.

RINEHIMER BROS. MFG CO.
DEPT. OF SCHOOL FURNITURE
ELGIN, ILL.



ASSEMBLY SEATING

The features of No. 251 are so distinctly favorable in its type as to make it a class by itself. Its continuous back, serpentined to comfortable curves, covers the necessity of reinforced glue tenons or dowels. The wood parts of the folding seat are dadoed to steel arm supports—avoiding a glue framed construction. The seat is frictioned to prevent noise and does not hit the back when folded. The shape and thickness of the legs overcome splitting or chattering over the floor. When folded these chairs stand alone with feet on the floor and they may stacked without marring. They are sturdy, comfortable and made of oak.

BRUNSWICK SEATING WORKS, INC.
(Licensed Manufacturers)
LAWRENCEVILLE, VIRGINIA

That Last Hour When Trouble Starts



Tired — weary and restless — that's why children get into trouble during last hour periods. It's then when teachers are under greatest strain — when children pay less attention to studies and seats are most uncomfortable.

Avoid last hour strain on the part of pupils and nervous strain on the part of teachers by equipping with **National Seats of Comfort** with the famous

MOESER EXTENDED ARM

Reduces "Last Hour Uneasiness"

In National Desks, equipped with the Moeser Extended Arm, pupils sit squarely in their seats. The back is supported when writing—working space is more than doubled—no turning to rest arm while writing—eliminates facing light and uncomfortable positions that bring on "last hour uneasiness." When writing, the arm is supported, resulting in better penmanship. National Desks are shaped to conform hygienically to the human figure—they encourage correct posture—insure greatest comfort —less fatigue—less eye strain—better grades in last period classes and less worry and nerve strain on the instructor.

This 10 Point Test Leads to National

1. **Health**
2. **Comfort**
3. **Convenience**
4. **Strength**
5. **Durability**
6. **Compactness**
7. **Lasting Finish**
8. **Harmonious Design**
9. **Simplicity**
10. **Sanitation**

Years of collaborating with America's leading educators, together with our own exhaustive research and experiments, have resulted in equipment noticeably superior from the viewpoint of these 10 Major Tests for All School Seating.

THE NATIONAL SCHOOL EQUIPMENT CO.
Manufacturers of Complete School Equipment
PORT WASHINGTON, WIS.



No. 31. New National Chair-Desk. Equipped with the Moeser Extended Arm.

Write for New National Catalog

If you are a buyer of School Equipment you will want our latest catalog on School Desks. All types of school chairs and teachers' and office desks. We will send our catalog free and prepaid on request.

NATIONAL School DESKS

"Famous for Comfort"

GUNN

LIBRARY FURNITURE, MECHANICAL & ART DRAWING TABLES, TEACHERS' DESKS, CAFETERIA TABLES

Made in Grand Rapids

"The Furniture Capital of the World"

GUNN Furniture is made by experienced craftsmen who have made furniture building their life's vocation. This insures highest quality of construction, cabinet work and finish.



No. 8062
With Inlaid Lino Top

— GUNN SELF-ADJUSTING TOP —
A Special Convenient Feature

Our Patented Self-adjusting Device permits adjustment of top at any angle by simply raising top to height desired. When top is raised to vertical position the adjustment ratchet is automatically released and top returns to flat position.



Book Truck
No. 8035

Some Territory Still Open for
DEALERS
Write for Catalog

THE GUNN FURNITURE CO.
Grand Rapids, Michigan

Thirty Years Builders of Office Desks and Tables

. . . Stools and Chairs for Every School Purpose . . .

ANGLE STEEL Stools and Chairs give you the utmost in value, service and utility.

Tablet-arm chairs, stools, posture chairs—all these in many styles, models and different constructions — afford an unusual source of supply.



No. 2 D S

No. 2 D S Stool

All-steel frame of angle steel, finished in olive green lacquer, 14½" seat, oak or mahogany finish. Heights: 24", 26", 28", 30" and 32".

No. 22 D S Stool. Same as above except with all-steel back rest riveted to adjustable spring steel pillars. Wood back rest, if desired.

Here are two ideal all-purpose units—economical, sanitary, durable—and widely useful.

No. 328 D S Stool

Double stretchers, with cross stretcher on top unit, make this an exceedingly strong, well-built stool. Heights: 24, 26, 28, 30, 32, 34, and 36 inches. Hardwood seat, oak or mahogany finished, size 14½".

No. 428 D S Stool. Same as above with all-steel 6 x 12 inch back rest riveted to adjustable spring steel pillars. 6 x 14 inch wood backrest if desired.



No. 328 D S

Mail Coupon for Catalog today!

ANGLE STEEL STOOL COMPANY
PLAINWELL MICHIGAN, U.S.A

Agents and Dealers in Principal Cities

Permanence in Steel
Angle Steel Equipment DI-STEEL
ECONOMICAL · SANITARY · DURABLE

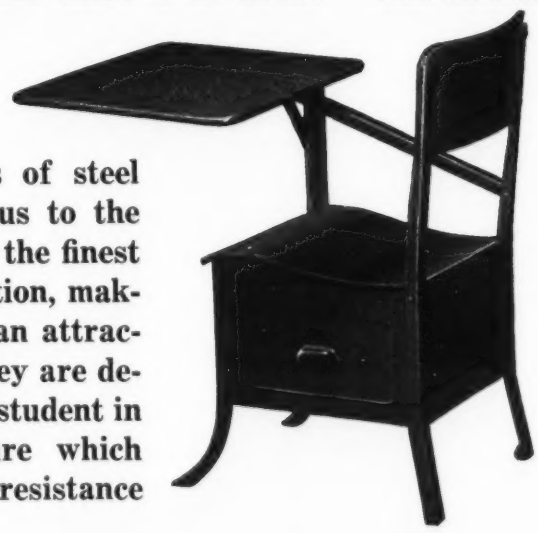


ANGLE STEEL STOOL CO., Plainwell, Mich.
☐ Send Catalog "C-A"
Name.....
Address.....
City..... State.....



DEPEND ON STEEL

More and more the specifications for modern schools demand the best in school-seating both for the class room and the auditorium. And there is no better seating made anywhere than the steel seating manufactured by the famous Grand Rapids craftsmen. They embody the sturdy ruggedness of steel which makes them impervious to the roughest kind of wear. Only the finest woods go into their construction, making it possible to give them an attractive, finished appearance. They are designed by experts to seat the student in the correct healthful posture which will promote the physical resistance essential to rapid and easy mental development, and they are manufactured by modern, volume-production methods which make them the one outstanding value in scientifically correct and yet economic school-seating today.



Send for complete information on Steel Seating for schools and expert planning service.

DESIGNERS BUILDERS PLANNING SERVICE

STEEL FURNITURE CO.

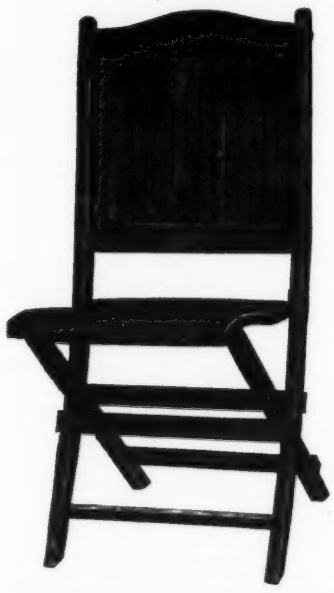
GRAND RAPIDS, MICHIGAN

Comfortable Chairs—Good to look at—and built to last a lifetime

MAHONEY

FOLDING AND PORTABLE ASSEMBLY CHAIRS

Mahoney Chairs are designed for comfort, even the real flat folders having curved backs placed right for proper posture. Slats in seats and backs come flush with the frame and proper attention is given to all other details having a bearing on comfort.



Mahoney Chairs are attractive because they are graceful in design and are finished by the modern spray method which guarantees a smooth, lustrous appearance — they are inviting.

Mahoney Chairs are acknowledged the strongest portable chairs made, the patented re-enforced seat overcoming the greatest cause of repair expense in addition to insuring quietness. Ask to have us explain this exclusive Mahoney Feature.

Write for Complete Catalog No. 16



Above **is shown Portable Assembly Chair No. 255, the outstanding value of our entire line. Curved back of 5-ply veneer "housed" on all sides. Full curved seat with flush slats. Built of hard maple and finished in walnut or to suit your needs.**

At the left **is Folding Chair No. 85 which is more roomy than the average folding chair and which is ideal for stripping into sections of two's or three's. Extra wide curved back with steel rod re-enforcement. Lower front dowel is also re-enforced. Seat folds independently. Material of maple in natural or walnut finish.**

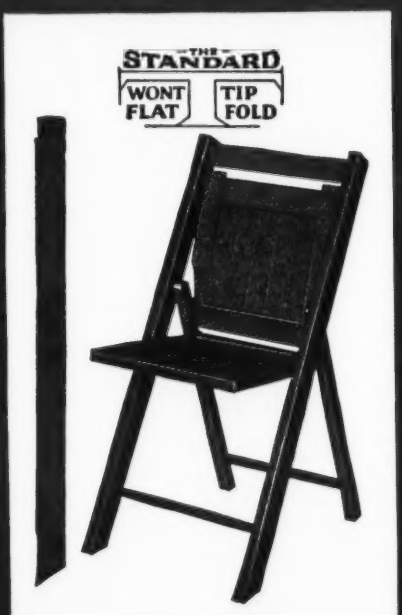
THE MAHONEY CHAIR CO.

Central and Western Sales Office

230 EAST OHIO STREET, CHICAGO

Factory and General Offices—Gardner, Mass. ***Showrooms—New York City, Boston, and Hartford, Conn.***

No. 44



No. 44 Swinging Slat Back

Many features developed throughout our years of experience as Folding Chair manufacturers have been incorporated in this model. It folds perfectly flat, is nontipping and will stand up nobly under severe use.

STANDARD

AS shown in the illustration to the left, the No. 44 Standard Folding Chair folds perfectly flat. Thus quite a number of chairs can be stacked where previously there were only a few. The resultant economy of space makes it advisable to buy chairs that stack flat.

However, if you desire a chair of finer appearance there is the No. 90 Folding Chair. These chairs can be used any place at any occasion and will enhance the appearance of the room wherever they are used. Although this model does not fold flat it stacks very compactly.

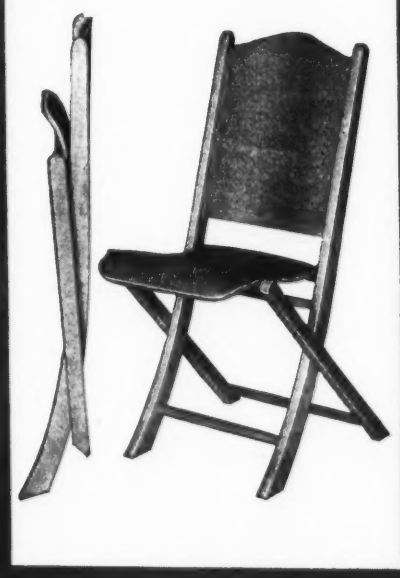
Besides these two there are twelve other distinctive styles of Standard Folding Chairs each answering its purpose nobly whatever the need it is put to.

We are anxious to send fully illustrated literature. Please write.

STANDARD MFG. CO.

Cambridge City, Indiana, U. S. A.

No. 90



No. 90 5-Ply Veneer

The folding chair shown above is the pride of the Standard Line. It is very comfortable, strong, neat in appearance and folds compact. The most critical buyer will find that the construction meets his strictest requirements.

TELL CITY CHAIRS

For Every School Room Requirement



No. 113

KINDERGARTEN CHAIR

Quartered Oak Full-Box Saddle Seat. Can be had in 10-12-14-16-in. Heights.

Finished School Brown Lacquer.

Tell City Chairs are the product of a factory that has for years specialized in chairs for the school.

They are built for correct posture, designed to increase class room efficiency, and their long years of service make them most economical.



No. 476

LIBRARY CHAIR

Quartered White Oak Full-Box Seat with four corner blocks. Can be had in Junior and Senior size.

Finished School Brown Lacquer or Light Oak.

You can secure Tell City Chairs equipped with the famous Wittliff braces, an added advantage that means reduced maintenance costs for your school board. We have contracted for **exclusive** use of the famous Wittliff furniture brace for Tell City School Chairs.





Bottom view of chair, showing position of Wittliff brace. Angle-headed bolts run through each leg, firmly bracing the entire chair. Angle-headed bolts are flush with posts.

Tell City Chairs are carried in stock by jobbers throughout the country for immediate shipment. We solicit inquiries and will mail complete catalog on request.



No. 1634

Tablet Arm Chair

Tell City Tablet Arm-Chair, No. 1634, is all quartered oak, full box saddle seat, quartered oak or maple tablet arm. Lower back slat is shaped, and this chair has been designed to give correct posture and comfort for the student.

No. 1633 Chair to match without tablet arm or book rack.

Finished School Brown Lacquer.

TELL CITY CHAIR CO.

TELL CITY, INDIANA

SLATEBESTOS

THE PERMANENT BLACKBOARDS

TRADE MARK REG

SLATEBESTOS
The Permanent Blackboard

SLATEBESTOS will actually prove an economical installation in *any* building. Once installed it will bring blackboard trouble to an end.

SLATEBESTOS is superior to other blackboards in these respects:

1. Superior writing surface (Non-reflecting)
2. More enduring (Actually improves with use)
3. Easily erased
4. Easily and quickly installed
5. Fire resistant
6. Low upkeep

SLATEBESTOS IS REAL ECONOMY

SEND FOR FREE SAMPLES

BECKLEY-CARDY COMPANY

Manufacturers Blackboards and Bulletin Boards

17 E. 23rd ST. **CHICAGO**

SIMPLEX

Perfected Bulletin Board and Tack Strips

SIMPLEX BULLETIN BOARD AND TACK STRIPS IN LONG LENGTHS

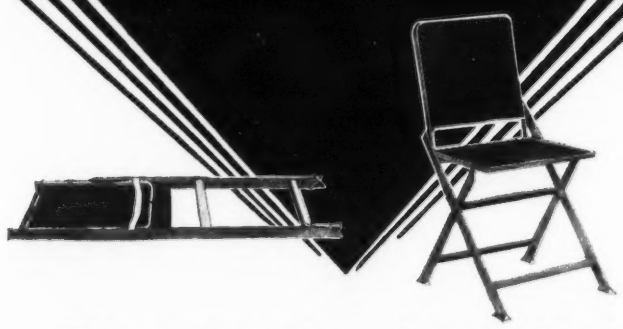
Blackboard

Disfigured walls, marred blackboards, and unsightly mouldings are a thing of the past when you install SIMPLEX—the Perfected Cork Bulletin and Tack Board. In addition to encouraging the display of drawings, pictures, specimens of work and other exhibits, SIMPLEX saves the cost of many a refinishing job.

Not ordinary pressed cork but the highest quality composition bulletin board which admits pins and thumbtacks easily, holds them securely, and which seals itself immediately after they are removed. Boards are ¼ inch thick, cemented to a heavy burlap backing, and are available in 12 and 18 inch widths, any length, furnished cut to fit spaces.

SLATOPLATE and SLATEROCK BLACKBOARDS Are Also BECKLEY-CARDY CO. PRODUCTS

BUY Algoma Steel Folding Chairs *direct from the Factory*



This sturdy steel, wood seat and back chair — $26.40 per dozen

A solidly built chair that cannot collapse—yet compact so that when folded it occupies space less than 1½" deep. Three-ply waterproof veneer seat and back which cannot warp nor split—steel parts will not break nor bend.

—and it's comfortable, too. The back is set at the right angle—rigid—you can't tip it even by standing on the edge of seat.

Finished in four attractive colors, Algoma Steel Folding Chairs meet all seating requirements for halls, gymnasiums, etc. Thousands in use today. Let us show you a sample — you'll be surprised with the quality. Our price is low because we sell direct to schools. Write for complete description.

METAL SPECIALTY CO.
Algoma, Wisconsin

Algoma Steel Folding Chairs

SQUIRES INKWELLS

Squires No. 59 Boston Inkwell



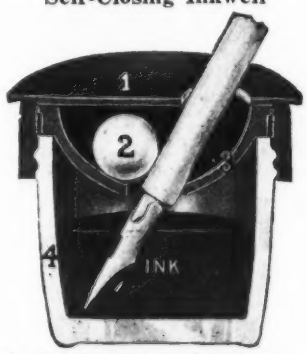
We make the Boston Inkwell with three different styles of tops and three styles of glasses, all interchangeable. They fit a $1^{27}/_{32}$ inch hole.

Squires No. 12 Common Sense Inkwell



Our No. 12 or Common Sense Inkwell is made in three sizes, to fit holes 1½", 1¾" or 1⅞". Corks with Caps or Rubber Corks furnished as desired.

Squires No. 14 Self-Closing Inkwell



No. 14 Self-Closing Inkwell has a Hard Rubber Top and fits a 2 inch hole. It is the best inkwell on the market.

Squires No. 3 or Chicago Inkwell



We furnish a one-lug or a three-lug glass for this inkwell which fits a $1^{27}/_{32}$ inch hole. Nickel Plated.

Write for Catalogue, Prices and Samples.

SQUIRES INKWELL COMPANY

Brady Bldg., Third Ave. and Ross St., Pittsburgh, Pa.

Algoma tables



We manufacture tables of all descriptions for public usage

Office tables, Patented Folding tables and Dining tables made in sizes desired. Cafeteria tables furnished with Rubber, Linoleum, Formica, Vitrolite or Wood tops.

Algoma Wood Products Co.

Factory at Algoma, Wis.

Wm. H. Wark, Sales Agent

1410 So. Wabash Ave., Chicago



Steel Folding Chairs

Specially Adapted for School Purposes

Frames furnished in any color finish. Seats are of wood or upholstered in imitation leather in various colors.

WARK - BEACON STEEL FURNITURE CO.

1410 So. Wabash Ave., Chicago



SILENT GIANT
COMBINATION DESK

Absolutely the first Sanitary Desk offered. All have imitated its general outline—none have excelled its quality.



ACADEMIC CHAIR DESK

A step ahead of other desks of this type—has perpendicular and horizontal adjustment.



THE NEW SANFORD
MOVABLE DESK

The original of its type. It has been freely imitated but never equaled.

We are not Expert

in the manipulation of eight and ten syllabled words lauding our product, but

we ARE Expert

in the designing and manufacture of

SCHOOL DESKS *and* SEATING FOR SCHOOL AUDITORIUMS

Fifty-four years of bona fide actual experience has made us so, and we proudly claim that our new improved and augmented line is second to none in the world.

A Style to Suit Every Preference
A Quality to Satisfy the Most Exacting
A Price to Fit Every Purse

If you contemplate purchase of school furniture, it will be to your interest to get in touch with us. By all means send for our New Catalog.

If you are dealing in school equipment let us acquaint you with what we have to offer. We have some territory open to offer high class representatives.

ARLINGTON SEATING CO.

Arlington Heights, Ill.



No. 600 ADJUSTABLE
PEDESTAL DESK

Simple rigid perpendicular adjustment. Automatic "plus and minus" adjustment.



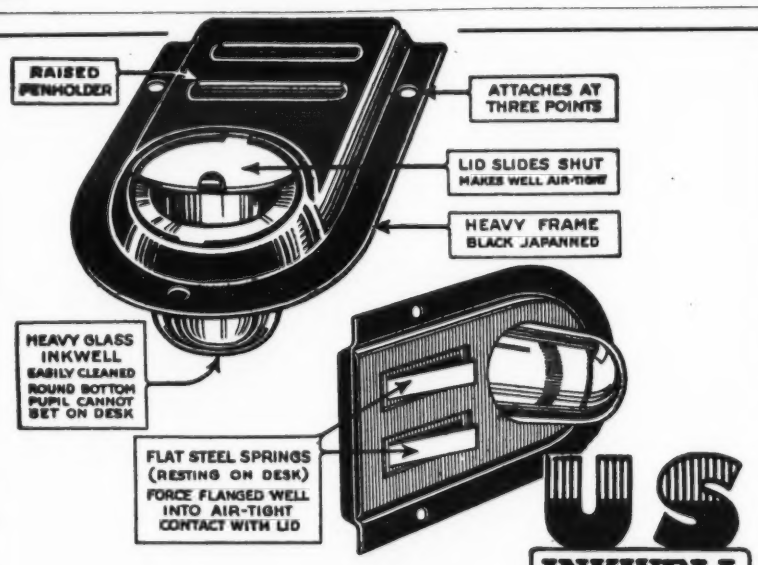
EVERFAST PEDESTAL DESK

The first double stem pedestal desk ever offered. There are imitations of this desk but none to compare.



PEDESTAL TABLET
ARM CHAIR

A standard design with a superior quality.



INKWELLS THAT LAST!

HUNDREDS more school boards every year are standardizing on U. S. Inkwells for replacements as well as standard equipment. They know from experience that this inkwell costs little, works well, and outlasts two or more ordinary inkwells.

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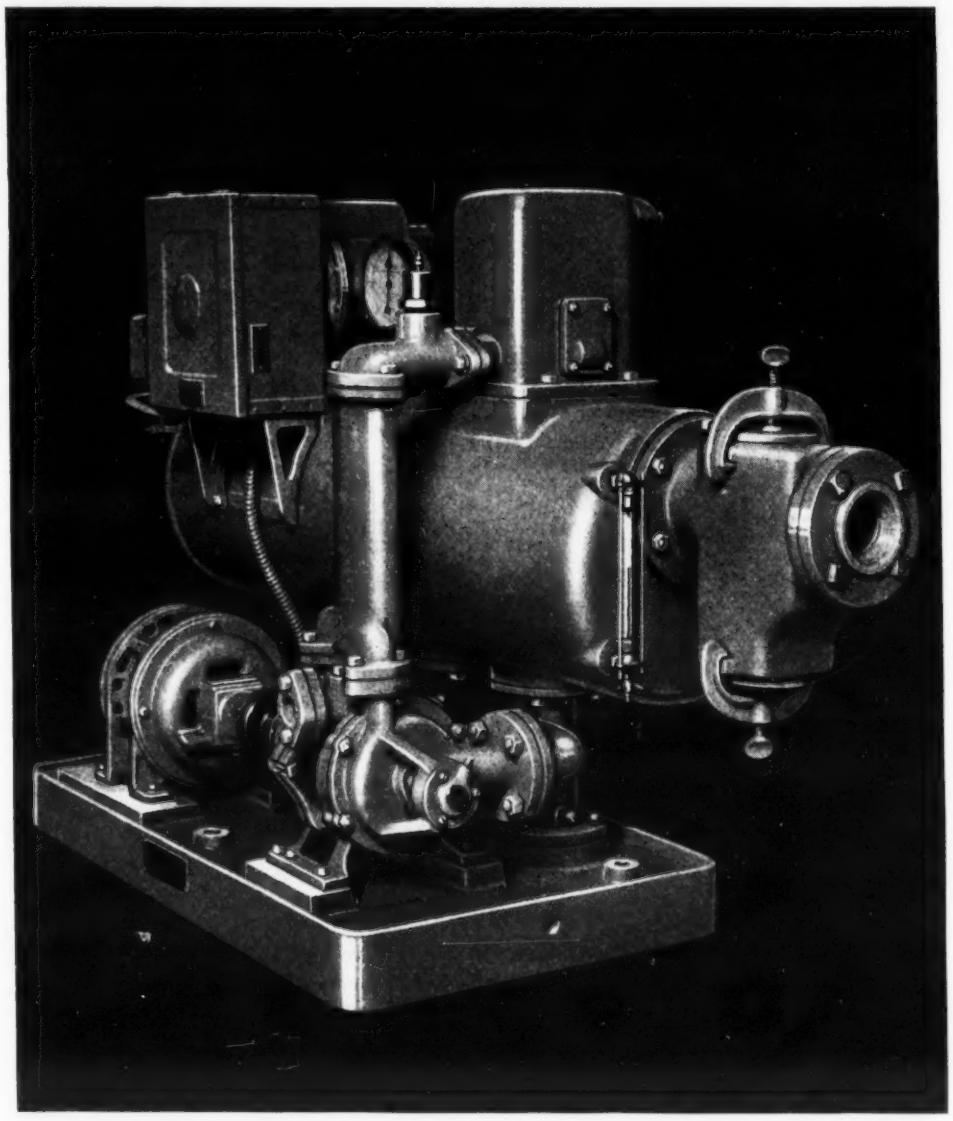
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A Periodical of School Administration

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THE EDITOR.

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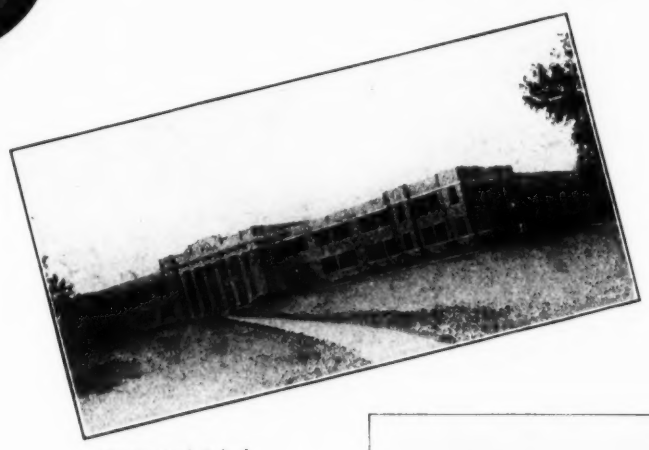
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The contents of this issue are listed in the *Education Index* and *Current Magazine Contents.*

OVER SIXTY-FIVE
STANDARD ELECTRIC TIME INSTALLATIONS
IN FLORIDA
The "Land of Sunshine"



Senior High School,
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Howard M. Reynolds, Architect



Cherokee Junior High School,
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Howard M. Reynolds, Architect



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BARTOW,
Junior-Senior High School
Elementary School
BELL,
Junior-Senior High School
BRADENTON,
High School
CLEARWATER,
Junior-Senior High School
DANIA,
Junior-Senior High School
DAYTONA BEACH,
Junior-Senior High School
Sea Breeze High School
DEERFIELD,
Junior High School
DELRAY,
Junior-Senior High School
DUNEDIN,
Junior-Senior High School
ENGLEWOOD,
Junior High School
FT. LAUDERDALE,
West Side Elementary School
Central High School
HOLLYWOOD,
Junior-Senior High School
JACKSONVILLE,
Landon Junior-Senior High School
John Gorrie Junior High School
Kirby Smith Junior High School
KEY WEST,
High School
LAKELAND,
Southern College
Junior-Senior High School
LAKE WALES,
Junior-Senior High School
LAKE WORTH,
Junior-Senior High School
LARGO,
Junior-Senior High School
LEESBURG,
Junior-Senior High School
LIVE OAK,
Junior High School
MELBOURNE,
Junior-Senior High School
Primary School
MIAMI,
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Andrew Jackson Junior High School
Ida M. Fisher Junior-Senior High School
Miami Shores Junior High School
NEW SMYRNA,
High School
NORTH LAUDERDALE,
Elementary School
OCOEE,
Junior-Senior High School
ORLANDO,
Senior High School
Memorial Junior High School
Cherokee Junior High School
Grand Avenue Elementary School
Princeton Avenue Elementary School
ORMOND,
Junior-Senior High School
PALATKA,
Elementary School
PALM BEACH,
High School
PALM HARBOR,
Junior High School
PENSACOLA,
High School
POMPANO,
Elementary School
PUNTA GORDA,
Charlotte County High School
SARASOTA,
Junior-Senior High School
ST. PETERSBURG,
Senior High School
South Side Junior High School
St. Paul's Parochial School
Gulfport Junior High School
Lealman Junior High School
Childs Park Elementary School
TALLAHASSEE,
State College for Women
TAMPA,
Ballast Pt. Junior High School
Memorial Junior High School
Hillsborough Senior High School
Washington Junior High School
Woodrow Wilson Junior High School
West Tampa Junior High School
**Benjamin Franklin Junior High School*
**Plant Senior High School*
**Oak Park Elementary School*
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High School
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"STANDARD MAKES EVERY MINUTE COUNT"

THE AMERICAN

School Board Journal

Founded March, 1891, by WILLIAM GEORGE BRUCE

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The Right Road to School

All in a School Principal's Day

Without exaggeration, and with the entire likelihood that other incidents have been overlooked, a recent entire day of an elementary-school principal in one of the large American cities is here described. It will take the form of a personal narrative for obvious reasons, among which directness is not of the least moment.

When I brought my family into the big city twenty years ago from a smaller work outside, I determined to live in an area where housing would be commensurate with wholesome living for the wife and children. In a city of over three million I must expect to travel miles to my school, and I do. It is precisely two blocks over twelve miles which I pass over twice a day on the surface lines, to my place of work. More often than otherwise my evening return is two miles farther through the center of the city, in quest of requisitions "lost" in the mails, to urge the completion of tardy alterations, to plead for cleaner floors or fewer broken windows, to ask for paint-freshened kindergarten "circles," or to snatch an hour between closing time and late dinner hour in running down some data in the special teachers' study room at the public library, or at the art academy.

And so yesterday I started from home at 7 a.m., twenty minutes early for me, and walked back two blocks to the end of the car line where the "limits" of the street and city are, and still a block farther on, where, amid a dozen healthy oaks I plan to erect a bungalow next summer. I had planted my two poles of purple martin boxes or "houses" the evening before, and I would now scan the early morning skies for signs of the return of my feathered friends and voyagers.

Entering the street car at 7:30, I knew the time, by adding 80 minutes, when I should arrive at my school. I had a good car seat, for I had plenty to choose from at so early a moment, and at the city's very edge.

This particular yesterday would be an uneventful one, thought I, except that it marked the *third* of five successive "Russian" holidays, two at the close of the previous week; prior to these were the three earlier days in last week, "Jewish" holidays, not forgetting Good Friday of the week still previous, when the city schools were closed for the Christians. I must mention Tuesday of last week also, in the matter of holidays, at noon of which we were to dismiss and vote, although the polls were open from 6 a.m. on, over an hour before I, from my distant home, would start to my work. Having voted early, and with plenty of time to spare, the dismissal of the schools at noon left me free to go home and ponder over the possibilities of the returns and of other forms of civic self-amusement.

Well, *yesterday* I "signed in" at 8:38 a.m., my clerk, head assistant, and I riding the last half mile on the street car together. My mail lay ready on my desk and was soon disposed of. In it were the bulletins from the central office, among which was an appeal to let as many teachers go to a music supervisors' convention on Friday next as "could be done without dismissing classes." At once two teachers reminded me that our district supervisor had said that it would "reflect badly on the school" if some of them did not attend, despite the fact that there were night sessions all the week. The special urge was that they be permitted to attend a session on "junior-high-school music!"

Eight-forty-five came. After checking up on the exactness of our office clock by calling "Cathedral 8,000," the official timekeeper of the Bell interests in the city, electric bells rang out promptly, for children of the poor like those of our district seem unusually "on the dot" in such little places of trust. Handbells followed by a few seconds; likewise the staccato strains of the piano as the majestic notes of the "Illinois Loyalty Song" echoed through the school halls to attune the hundreds of marching feet. Up in long lines of "three's" through one set of large doors the boys, through another set the girls.

At nine, quiet over the school, save for here and there the cautious patter of tardy feet. A glance at the time sheet shows a teacher absent, and no substitute in sight or heard from. An eighth-grade girl is drafted for the room; the central office is called up—no information from the absent teacher. A substitute is promised and arrives at 9:55. The eight-grader is doing as valiantly as she can. At 9:15 two little girls wend their way leisurely to "the basement." "Early," say I, after their explanation. The girl in charge of their room had accepted their explanation that the two were "sick," for they had "taken medicine."

Nine-thirty. The school had been asked to take part in a clean-up campaign and to send two "delegates" to the near-by high school on Monday afternoon. "Yes, our district needs cleaning up," I heard from the lusty throat of every young "committeeman" appointed to carry on the great work as arranged by the returned delegates. The district needed cleaning up, we would all agree. The women's clubs, the ward garbage man, the police, and the sundry householder—all these had failed to do the job. Certainly the school children can do it. They have the "pep"; let *them* try! They may at least absent themselves from lessons that are "so hard," in brushing tenacious chalk marks and islands of dirt from school walls and fences, a much more *enjoyable* task, especially to the Tom Sawyers among the juvenile toilers. Besides, we would be setting such a praiseworthy example for the neighborhood if they will only follow it. It will be such fun, too, to paint those rusty door panels, nailed on last fall where the hoodlums kicked in the wooden ones.

Nine-forty. The office door opens and the truant officer enters, explaining that she was "in court" yesterday. I detail her for a visit to two homes of delinquent attendants at school, each away over a fortnight. I do not feel that the "holidays" explain it all. One, a negro girl of 14, recently insisting that for her mother's sake she transfer to our eighth grade from a junior high school of good repute, reason given, "distance," though her transfer from the aforesaid junior high indicated 20 days present out of 40! The other case, a seventh-grade Mexican boy, out over two weeks. Neither child could qualify as Russian or Jewish, and the only excuse offered showed deep indifference to school attendance on the part of the child and its forebears. As yet I have not spent a moment in visiting classes or actual supervision.

Ten o'clock. Might I not steal away a few minutes to inspect the class in the gymnasium, since our instructor is with us only two days of the week? But I was still holding the valve-checked door when a message called me three flights down



to the office. The key to the library had been mislaid and wouldn't I loan my master-key, for "a whole room" was waiting their day to get in.

Ten-fifteen. This is recess, and three or four things came up, about printing some program sheets in the school shop; about a child accidently hurt with a rake in the hands of an excited clean-up "laborer"; and the discussion of when the school should have a "parade" for "clean-up week" or should we have one at all. (We had one, all the school marching around an area three blocks wide and four long.)

Ten-thirty. Recess is over. The clean-up gang has scrubbed all nasty words from the school exterior and mopped off lead-pencil sketches inside, till I felt that regular studies might again resume or reassume the importance they ought to hold. Not so soon, however, at least for another half hour, for at recess some civic stroller along the street got so excited at a dozen of the boys with shovels and brooms gathering up litter from fence bottoms and yard corners that he telephoned an afternoon paper, with the immediate response of a photographic squad from said paper. Various poses, said to be five in all, assured a "four-column" in tomorrow's issue! Finally I have some time to help a new third-grade teacher.

Eleven o'clock. A note from my clerk was pressed into my hands saying there were people in the office to see me, and there sat two parents, the mother of the girl who preferred (!) our school to the junior high; the other, a woman whose boy had been erroneously reported as out of school the previous day. It took 20 minutes to convince the first-named mother that regularity in school were the girl's highest interest and opportunity, though probably the girl was saved thereby for next January's graduation!

Noon had now come. As for seven years now, I betook myself to the quarters where some 300 boys and girls are, for *5 cents,* set down to a "meal" in our "penny lunch." This lasts till 12:30. Hardly had that time arrived till a trustworthy girl came for my keys to unlock the radio, to attach loud-speakers in the assembly hall and entertain the children with "after-dinner" concert music broadcast from downtown. Meanwhile, till "first bell" at 12:50, I saunter unobservedly about the basement and grounds to ward off street vagabonds, wicked-minded children with wicked language at their tongue-tips, and quarrelsome (we have 'em) youth of gambling inclination whose proneness might lead them to frequent dismal toilet rooms or congregate for unwholesome conference in the poorly lighted corridors of this anciently planned temple of learning.

Twelve-fifty. The electric bells again ring; boys clang the handbells outside, and the piano peals forth in rhythmic cadence the "High School Cadets' March" to the tramp of 900 pairs of feet we heard this morning and every day. Again in more or less regular "three's."

One o'clock. What excitement is this? Word comes to me from a second-floor boy that the telephone "wants me." I go down and the "Bureau of Publicity" asks for "the other half" of the patrol boys to report at once to go as guests of sundry officials to the circus that is in town. They go. I retreat again, this time to the upper floor where a sixth-grade room is carrying on an interesting socialized recitation which I have suggested. There is some satisfaction in witnessing a bit of constructive work.

One-thirty-five. Some incident in discipline calls me again to the first floor—no, the clerk sent a note saying that I was "wanted at the office"—to find the district superintendent courteously waiting my coming. He seemed concerned lest our membership might fall to where we would have to close a room, but that danger was cleared up when the subnormals were eliminated from the entire membership and average of the school. He marveled at our unusual kin-

(Continued on Page 111)

The School Board and Its Meetings

Elmer C. Coatney, Superintendent of Schools, Yates City, Ill.

Every school board has a technique in the conduct of its business, which is peculiar to itself. Even though it conforms to certain general laws and customs, the character and ability of the individual members, local customs and precedents, and in a sense, the temper and character of the population as a whole, all contribute to its success and to the success of the schools. The individual school-board member and the school executive are equally interested that the board follow correct procedure in its business. The school-board meeting is the principal legal means of conducting school-board business, and it may be said without exaggeration that successful school administration depends upon effective school-board meetings.

The Importance of the Meeting

It is within the board meeting that the school-board member performs his duties to the district or community which he represents.

Rights of the individual member. The school laws of the several states universally place the control of the schools in the hands of the school boards as a corporate body. The individual member participates in this control insofar as he is a member of this corporate body. As an individual he has no control over the schools. It is in the meeting of the board that he exercises his prerogatives and performs his duties, by means of his vote and voice. Outside the meeting he is a private citizen, with no more right than any other citizen to direct what the schools shall do. As pointed out by Almack, his position is the same as that of a member of the legislature, who may vote and have a part in the making of the laws, but outside he has no more right than any other private citizen.[1]

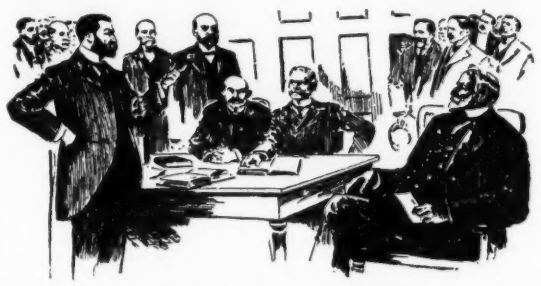
Necessity of a working plan. Every school board which is at all efficient has worked out and put into practice a definite plan of work for its meetings. Unless this is done, there is likely to be undue attention to trivial matters, and sessions may be long and heated, without accomplishing a great deal. Every school-board meeting should be one of deliberate, sincere discussion, and a free expression of the will of the majority. Influential members should not be permitted to dominate the actions of the board by taking up all the time with oratory. The meeting is no place for irrelevant remarks, or foolish questions.

Theisen states that the efficiency of the practices of a board may be measured to some extent by the distribution made of the time at its disposal. In a study made by him of the minutes and records of school-board meetings in fifteen of the larger cities of the country, he concluded that a common fault of the boards is to fail to properly economize time so that important measures of policy may receive adequate consideration without unnecessary sacrifice of private business on the part of members. His statement reads:

> By far the most time-consuming element found in meetings is that of giving ear to complaints and communications. Boards were found giving attention to persons ranging from those with purely private interests, to those who took issue with the board's policy in its building program. As a result of squandering time upon matters which ought to be disposed of through other channels, important business must be passed over hurriedly. The reports of executive officers are frequently given all too little attention. Committee reports are acceptable and their recommendations are adopted without adequate consideration by the board itself. In nine of the fifteen cities visited the board gave audience to individuals, groups, or representatives of organizations, none of these cities having less than 25,000 people . . . .[2]

[1]John C. Almack, *The School Board Member*, p. 74. Macmillan Co., 1927.

[2]W. W. Theisen, *The City Superintendent and the Board of Education*, p. 17. Teachers College Contribution to Education, No. 84. New York: Columbia University, 1917.



Organization of the Board

The chairman. The success of board meetings depends very much upon the chairman. The failure to transact the necessary school business may often be attributed to the inefficiency of the chairman. The chairman is necessarily a man of executive ability, one who compels the respect of the members. He should possess sound judgment, be decisive in his actions, and forceful in his manner. Necessarily he is courteous at all times, and capable of keeping his temper under control. A knowledge of parliamentary practice is essential, but the chairman should be most concerned in getting an expression of the board. To be too formal in procedure may mean the suppressing of important discussion and a lack of presentation of necessary facts. However, he should be capable of limiting debate so as not to interfere with the effectiveness of the discussion.

A good chairman is developed by experience. Thus, it is a mistake to rotate the office among different members simply for the sake of passing around the honor. It is a better plan to choose one who has the confidence of the public, and to keep him in office for several years. The suggestion that the superintendent might be a desirable person to act as chairman, is based on old-world ideas which are not compatible with American democratic ideas. The superintendent has problems and difficulties sufficient to occupy his time and tax his abilities without the added burdens of the presiding officer.

Deffenbaugh points out that the chairman is often considered as having functions which he does not possess. Teachers, parents, and others frequently appeal to him for help and for decisions which he legally cannot give. One instance is recalled of a visit to a superintendent's office during which time a parent came in to lodge a complaint. During the discussion between the superintendent and the parent, the president of the board came into the office, and soon entered the discussion to the extent that the superintendent became silent and allowed the president to solve the difficulty.[3] The chairman of the board legally can exercise no such authority, for in such case he is encroaching upon the duties of the superintendent who is employed as the executive officer and agent of the board.

The secretary. It is the business of the secretary to keep the minutes of the board and to care for the papers and documents of the school district, He attends the meetings to record the action, to read the proceedings, and to give information and help to the members. His papers and records are public property open to the public, and should be easily available to the board.

Deffenbaugh found in his study that in 256, or 49.6 per cent of 516 cities reporting, the secretary or clerk of the school board is a member of the board. In 105 cities, the superintendent of schools serves as secretary, in 44 the superintendent's clerk, and in 111 some person not connected with the school system. The tendency to employ a secretary outside the board seems to be growing for, in 1915, data collected by Deffenbaugh showed that 62.5 per cent of school boards in 1277 cities reporting were members of the board. In 1921 only 49.6 per cent of 516 cities were members of the board.[4]

[3]W. S. Deffenbaugh, *Administration of Schools in Smaller Cities*, pp. 22–23. U. S. Bureau of Education, Bulletin No. 2, 1922.

Reuben W. Jones, the veteran clerk of the Seattle school board, sets forth the secretarial duties of the modern secretary in the following:

> The first duty of the secretary, common to all, is to keep an accurate record of the proceedings of the board. This includes not only complete, correct, comprehensive minutes of all meetings, with topic subheads and a well-arranged card index by school names, subjects, etc., to provide for ready reference, but an up-to-date filing system as well, for the wide range of communications, petitions, reports, contracts, and other documents which must be kept easily accessible. Typewritten, mimeographed, or printed copies of proceedings of each stated meeting, for distribution to directors, officers, schools, and others interested, and loose-leaf, typewritten books for the permanent record, all tend to greater care and accuracy in the preparation of the records, and in keeping all concerned informed on what the board of education has actually legislated or authorized, what plans or policies have been adopted . . . .[5]

In some cases the office of secretary is combined with that of business manager. Added duties in smaller communities then include the furnishing of statements of the district's finances, taking inventories of school property, the care of supplies, and such other business matters as the board may direct. In other cases, the office is placed in the hands of an assistant superintendent. In the large cities it is considered advisable to employ a trained secretary who is a record keeper primarily and who is not anxious to act in an executive capacity. Except in very small towns the superintendent should not act as secretary, for the work is likely to interfere with his regular duties. In the average size school the secretary to the superintendent may efficiently and economically serve as secretary of the board. In this case the secretary's work has the benefit of the superintendent's supervision and all records are kept on file in his office. The secretary should be one who does not talk too much either in or out of meetings.

The Committees. The tendency of school boards is toward the reduction of standing committees. Since the number of board members has been reduced to three or five, the necessity and value of committees has been lessened. However, some boards still cling to the idea of numerous committees and are burdened with useless committees, with nearly every member acting as chairman of at least one. Deffenbaugh found in his study that there were committees on the following: finance, textbooks, buildings, teachers, auditing, visiting, complaints, janitors, promotion, manual training, high school, athletics, discipline, medical inspection, vocational education, and courses of study.[6] If the superintendent is as he should be, a competent professional school executive, it is his duty to study and to take the initiative in all matters, represented by the committees listed, and to make recommendations to the board as a committee of the whole.

The relations of the superintendent. In many states the office of superintendent is created by statute. As such, the superintendent is as much a public officer in some respects as is any member of the school board. He is the executive head of the schools, the agent of the board, and should be given a seat and a voice in the board meeting. It is here that he has the opportunity of participating in the policy-making and legislative actions of the board. He must learn to get along with the member, or he will fail in his undertakings. It is important that the superintendent

[4]*Ibid*, p. 24.

[5]Reuben W. Jones, Present-Day School-Board Secretarial Duties," *American School Board Journal*, LXVII (Sept. 1923) p. 35.

[6]W. S. Deffenbaugh, *op. cit.*, p. 23.

know each man and woman, how he came to be elected, and what factors are behind him. It is necessary to know the characteristics of each member, and how best to approach him. Some men feel that they should be recognized on all possible occasions; some men can be joked with, and others not.

The superintendent should be friendly and tactful in his conversation and dealings with members of the board. It is best to not talk about them unless he can truthfully praise them. In the board meetings it is decidedly not his function to dominate, or talk too much. Bunce states that a good plan to use is to type all reports and recommendations and have them read before the board.[7] He should be slow in speaking on his recommendations, thus giving the board time to discuss and digest them and to ask him for any further interpretation. Oratory is the weakest weapon to use in trying to convince a board on any point. The superintendent will win the respect of the board by being frank with the board, by being firm in his convictions, and by sticking to his point when based upon proper facts. In like manner, the wise superintendent respects the point of view of all members, and listens attentively to any suggestion. It is always a mistake, especially for a young man, to assume an air of superiority. The board deserves to feel that the members are doing worthwhile things.

Olsen recommends the preparing of reports by the superintendent and sending them in advance of the meeting to the members for their consideration. The members can then study the recommendations and facts and be prepared to discuss intelligently each item of business.[8]

The Place of Business

The school-board meeting should be held in some place known and accessible to the public. Gathering informally in the back room of a store, in a barroom, or on a street corner, does not properly constitute a meeting. The place should be in keeping with the importance of the schools and of school business, and should be comfortable and adapted to the purpose. Sometimes the superintendent's office will do, but frequently not. In large schools the better plan is to provide a special room. In the big cities a building for administration purposes is frequently a necessity.

Size of room. The size of room is largely governed by the size of the board. If subjects are discussed of such interest as to draw a crowd, it is better to adjourn to an assembly room. However, the presence of too many spectators is not to be encouraged, for it is likely to interfere with sound deliberation of the board. The relations within the board should never get to such a point that a group of curiosity seekers will be attracted. A large room is not needed, but there should be some space for delegations and committees to appear before the board. Newspapermen should be welcome.

Equipment. Almack in his book[9] gives the following necessary equipment and arrangements for the board room:

1. A large table around which members may be seated.
2. Sufficient number of comfortable chairs.
3. Filing cases for records and materials.
4. Well-lighted, heated, and ventilated room.
5. Wall maps showing district lines, sites, and locations of buildings, pupil distribution, etc.
6. Attention paid to making the place attractive and comfortable.

The Time of Meeting

Frequency. The frequency of meetings depends upon the amount of business to be transacted. Monthly meetings are usually sufficient, unless there are special subjects under consideration. In the large cities bi-weekly meetings are often necessary. A great many boards in the smaller districts fall into the habit of not having regular meetings. This is a mistake, for a monthly meeting is absolutely indispensable in the smallest district.

Length of meeting. Every board should strive to make its meetings conform to a reasonable length of time. A meeting that is allowed to drag out in length does not accomplish more work than one which does not tire the members. As a rule, one and one half to two hours is ample time. Members who wish to smoke and to visit should do so after the meeting. Almack gives the following schedule of time for the order of business.[10]

	Average Time	*Liberal Time*
1. Call to order and roll call	2	3
2. Readings of minutes prev. meeting	5	10
3. Communications from public	10	20
4. Unfinished business	15	20
5. Reports of school officers	10	15
6. New business	32	50
7. Adjournment	1	2
Totals	75	120

Tardiness and absence. The chairman should have all members in their seats at a time stated in the call for each meeting; and the session should begin immediately and without preliminaries. It is a good plan to keep a record of the cases of tardiness and hand out reports once or twice per year.

School-Board Procedure

Principles for the Order of Business. As suggested by Almack at least five major principles must be considered in the procedure for regular board meetings.

1. The secretary or the superintendent may well prepare for each meeting (*a*) a routine order of business and (*b*) a special order of business. It should be complete so far as it is possible to anticipate items which will come up for attention. If the program for a meeting is incomplete, important items may be entirely overlooked.
2. The order of business should follow a definite routine based upon local experience.
3. It is well for the board to limit itself to business which must be transacted. The program should rigidly exclude formalities and items which do not properly come before the board.
4. Matters which legally, or for other reasons, deserve first attention should be handled first.
5. It is well to clear the table of simple and purely routine matters, and to leave until later the problems which involve matters of "complexity, difficulty, and delicacy. . . . That which is more likely to cause difference of opinion should be taken up last.[11]

Minutes of board. The minutes should be accurate and reasonably complete. When such matters as a proposed bond issue are taken up and a required legal procedure must be followed accurately, the completeness, correctness, and accuracy of the minutes are vital and will save much difficulty at a later date. In general all matters of controversy must be accurately recorded in the minutes. In a study made by Olsen in a number of cities it was found that corrections are seldom made. Therefore, he proposes that a better plan than reading the minutes for approval might be to prepare copies immediately following the meeting and to send to each member. If corrections are to be made, that fact can be pointed out at the next meeting. Unless such corrections are made, the minutes are understood to stand approved.[12]

Publicity. The board should not seek to hide its proceedings from the public. It has been the experience of the writer that secrecy is always a mistake. The community soon loses confidence in the board, and in case a vote is needed for the approval of any action, defeat is likely to follow. A recent article by the president of a school board, in the SCHOOL BOARD JOURNAL, argues that the public should be taken into the board's confidence, and shows the proper spirit.[13] Nothing will gain the hearty support of the community quicker than open publicity of all its actions. However, individual members should not give out statements as official unless authorized to do so by the board.

Following community wishes. The question often arises whether the board should follow the wishes of the community on matters of policy. Many boards try to find out the sentiment of the people and act accordingly. It is douftful whether this method is generally justifiable. In reality the board is the agent of the people of the state. The members represent the larger interests of the state and should feel a greater responsibility. In important matters a public hearing will often do wonders in spreading correct information and securing support. If a community is in earnest in opposing a school policy, it will assert itself at the school elections.

Rescinded action. In nearly every case, the courts recognize the right of a board to rescind an action, if it took place before the rights of third parties entered into the situation. A board may vote a certain action and adjourn to meet another time, and then rescind its vote. In every case, the records of the board are the prima facie evidence of what has taken place, and parol evidence is not usually accepted to amend or add to them.

Every member when present is expected to vote on the measures presented. When he refuses to do so, he is understood to be assenting to the will of the majority.

Notice of meeting. Every member is en-



EDUCATION INSPIRING YOUTH

A Mural Painting by George Laurence Nelson in Public School 55, The Bronx, New York City.
This interesting mural painting is the central panel of a series of magnificently colored paintings in the auditorium of Public School 55, The Bronx, New York City.

[7] Edgar F. Bunce, "The Superintendent's Relation to the Board of Education and His Part in Their Meetings," *American School Board Journal*, LXI (Nov. 1920) 55–56.
[8] Hans C. Olsen, *The Work of Boards of Education*, p. 165. Teachers College Contribution to Education, No. 213, 1926.
[9] *Op. cit.*, p. 90.
[10] *Op. cit.* p. 92.
[11] *Op. cit.*, pp. 90–91.
[12] Hans C. Olsen, *op. cit.*, p. 165.
[13] T. C. Hart, "Cooperation Between School Boards and the Public," *American School Board Journal*, LXVIV (Mar. 1922), 51–52.



THE IDEAL SCHOOL

This mural painting is one of a series by Mr. George Laurence Nelson in Public School 55, The Bronx, New York City. The painting is over the entrance to the auditorium. Mr. Nelson is a painter of national note who has done considerable mural painting and has exhibited his work at various national exhibits.

titled to be notified by the president or secretary of the time and place of meeting. Even though it is understood that the regular meeting is to be held at a certain time each month, it is better to properly notify the members a few days in advance. In larger cities where important business or professional men hold board memberships, a telephone call on the day of the meeting is advisable.

Petitions and delegations. It is important that every petition be given respectful, immediate, and intelligent consideration in a formal meeting. No matter how trivial the matter may seem to the board, the petitioners' rights deserve to be duly considered. Before a decision is given, the facts should be studied, and if all are not available, it is better to postpone action to some future time. When a petition is denied, the reasons for so doing should be stated.

Delegations are entitled to a friendly hearing, but the spokesmen should be requested to state their facts in as brief a form as possible.

Conclusions

The board meeting is the place where the members perform their duties as a board. The members have no rights as individuals, but they work only as a group. In order that more business may be transacted it is necessary that a working plan be adopted and strictly adhered to.

Much depends upon the chairman for the success of the meetings, and he must embody certain characteristics to make him a good leader and executive. The tendency seems to be growing to choose the secretary from outside the board. Committees are being used to a much less extent than formerly, and are seldom needed. The superintendent is coming more and more to be considered as an expert who considers all questions and makes reports and recommendations to the board. As such he is entitled to a seat in the board meeting.

The place of meeting should be in some easily accessible room in a building, which is comfortable and adequate to accommodate the meeting. All necessary equipment to make the place efficient and attractive should be added.

The time of meeting is not so important, but usually is held monthly. The length is at best two hours or less, and cases of tardiness and absence should be discouraged.

The minutes must be kept in accurate form and be open to the public for inspection. Every member is expected to vote on all questions. Votes may be rescinded, if done before the vested rights of third parties enter. Petitions and delegations should be received and due consideration given.

Imputed Interest as a Factor in School Costs

Clare Brown Cornell, Greeley, Colo.

In attempting to make studies of comparative costs in public-school finance one becomes discouraged to find the wide variation in actual practice. There is quite general use, among the better administered schools, of the standarized accounting system, (or a modification thereof,) developed and adopted by the National Association of Public School Business Officials.[1] Even here we find such variations in practice as to vitiate the reliability of data due to lack of agreement regarding terms and interpretations of standards. Furthermore, a new and better definition of functions is in order, particularly in the light of changing educational conditions. Taking a case in point: One school system classifies a contribution to the state teachers' retirement fund under "pensions" while another designates the same item as "teachers' salaries"—where it rightfully belongs particularly when deducted from the contracted salary.

Accurate Accounting Desirable

While it is true that a public-school system is not operated for monetary profit, nevertheless, those responsible for its management should exercise as great care in the efficiency of control as do the administrative officers of a business corporation. Until recently a tolerant public has blindly furnished funds without requiring adequate or intelligent accounting. More recently there is insistence on a reasonable justification of expenditures and an explanation of costs. Unfortunately, few school-board members or superintendents are trained in accounting procedure; and even where trained it is seldom that data are available for comprehensive cost analyses and comparisons.

The new superintendent who wishes to be frank with his public, or the old superintendent, (equally frank, of course) who desires to inform his public, should assemble data which will picture in a complete manner the cost to the community of running the school system. Current costs are easily obtained and group themselves under the familiar headings of general control, instruction, operation, and maintenance of school plant, non-instructional services, and debt service. In some states[2] capital outlays are included in the costs for the fiscal year in which they are made; but this obviously is faulty procedure as it distorts the financial picture for the year. In addition to the operating costs mentioned above there should be an accounting to the public on depreciation of buildings and equipment and public funds invested in school plant and, where the amounts are large, in materials, equipment, and supplies.[3] It is the interest on the latter funds, called "imputed interest," which we wish to point out as holding possibilities in the interpretation of school costs.

What is Imputed Interest?

The imputed interest account represents the amount of money which has been taken out of circulation in the community and tied up in the physical school plant. It represents the capital which has been advanced from time to time in order to make the school system a going concern. As such, it should be a cumulative record, readily accounted for. Since it represents money that has been deprived of its earning power it is reasonable to assume that the interest on such funds is a cost of education. It might be argued that funds used for current expenses should be considered in the same light, but a glance at business practice will show the fallacy. Imputed interest, as a charge on funds invested in the physical plant, represents the capital investment; operating expenses represent the manufacturing costs which in business would yield returns, while in education the product has no tangible value.

The imputed interest account should contain all items of capital investment in buildings and equipment entered as they are paid out of funds raised within the district, and, as stated above, should represent a cumulative picture of such costs from the time of the district's organization. Since such a record is unavailable in most districts, the superintendent should attempt to compile one. This involves a compilation of plant costs from a number of sources, mainly retirement of bonds and capital outlay charges paid from receipts other than the sale of bonds.

An Illustration

For the sake of simplification we may draw an illustration in the case of a building constructed five years ago out of funds received by the sale of twenty-year serial bonds of the installment type.[4] Assuming that the building cost $100,000 with the bonds drawing 4½ per cent, $5,000 of the principal being retired at the end of each year. What is the relation of this building to the annual cost of educating each child? Obviously, the only item during the first year is the interest charge of $4,500 which finds its way into current expenses via "debt service." But at the end of the second year interest plus $5,000 on principal have been paid. This latter item should be added to the account from which we estimated the imputed interest, which, incidentally may be figured at a reasonable local rate, for example 4½ to 5 per cent.[5] During succeeding years the amount of community money which represents principal invested in the building will be added to the "imputed interest" account until we have the entire $100,000 accounted for.

The question sometimes arises, "Should imputed interest be based on actual cost or present

[1]Womrath, G. F. President's Address, Tenth Proceedings, National Association of Public-School Business Officials.

[2]Ohio, for example.

[3]Engelhardt and Engelhardt, Public-School Business Administration, p. 762.

[4]For definition see Pittenger, An Introduction to Public-School Finance, p. 163.

[5]Scovell, C. H. Interest as a Cost, p. 58.

(Concluded on Page 112)

Abolition of the Committee System

The board of education of Mankato, Minnesota, is considering the abolition of the committee system as recommended by Superintendent H. H. Eelkema. It is stated in the local press that many of the differences of the past which had afflicted the board had arisen out of the standing committee system.

The three standing committees now are the property and expense committee, dealing with maintenance and operation of Mankato schools; the committee on schools and textbooks, dealing with instruction; and the finance committee.

Mr. Eelkema in a report submitted says: "For some time, evidence has been accumulating to show that committees have a tendency to determine policies and to control the schools by virtue of the fact that the board usually accepts and adopts committee reports and recommendations without adequate consideration and change," the report said.

"It has also been shown that when any committee action had been questioned that much ill feeling resulted."

Five Principal Reasons Given

Five principal recommendations of the Watertown, N. Y., school survey, relating to standing committee, were quoted by Eelkema's report as follows:

"That on the whole the standing committees perform routine functions that ought to be performed by professional executives employed by the board. A study of the efforts of the finance committee to audit the bills and payrolls is a case in point, as is also the unorganized method of purchasing.

"That when members of a board of education take upon themselves routine tasks such as those performed by the members of the Watertown board, the burdens of school-board members become such that many competent citizens hesitate to permit themselves to be appointed or elected to the school board.

"That at times these committees are delegated to pass upon matters that are purely professional in their scope—matters that should be left to the professional executives employed.

"That because of the amount of work the Watertown board of education attempts to pass upon, it not infrequently happens that committee policies become board policies without receiving the careful consideration of the board as a whole. That such is the case is made evident by the fact that committee recommendations and reports are almost invariably adopted as submitted by a unanimous vote of the board.

"That such an organization of standing committees performing so wide a range of duties, many of which are purely executive in character, prevents that board from functioning effectively as a policy-formulating body which looks ahead and takes into consideration future needs as well as those of the present. The evidence seems to indicate that the Watertown board is so nearly overwhelmed with the details of the present that it does not have the opportunity to anticipate adequately the needs of the future."

The following quotation from Dr. Hans Olsen's "The Work of a Board of Education," is presented: "It may be said that the evidence at hand shows a pronounced tendency on the part of board committees to determine school policies and to control the schools. The tendency is shown to be due to the fact that committee reports and recommendations are most frequently accepted and adopted without change and without adequate consideration by the board as a whole. Such functioning of a board leads to divided responsibility and inefficient administration. Furthermore, it fails to make the most profitable use of the employed professional talent and it makes for unwarranted demands on the time and energy of board members."

Defines Superintendent's Scope

Mr. Eelkema quotes Edgar Mendenhall, a high authority on school administration as follows:

"All the educational activities of the city should be centered in the office of the superintendent of schools.

"The administrative work of the superintendent should be based upon principles of business administration. Certain authority should be delegated to competent subordinates.

"The superintendent should have power to initiate and execute the appointments of assistant superintendents, business manager, principals, teachers and all other employees whose work is vital in the development of an educational program. He should also have the privilege of recommendations for transfer and dismissal of these educational workers.

"The budget should be prepared under the direction of the superintendent for presentation to the board of education.

"The superintendent should have power to initiate new policies and to make rules and regulations governing routine matters.

"Supervision of instruction should be carried on through supervisors and principals under leadership of the superintendent. The superintendent's leadership in supervision should be based upon a first-hand knowledge of conditions in the school.

"Textbooks and instructional supplies should be available through the superintendent or through an official who is responsible to him."

Common Sense in Teachers' Contracts

Edward E. Hood, The Henry Reis School, Evansville, Ind.

A great deal of the success of the public schools depends upon the improvement of the teachers therein. To a large extent the improvements of teachers depends upon their having a definite status recognized by law. Any of the phases of this legal status is of vital importance to any person interested in the progress of education.

One of the legal phases which has caused a great amount of trouble between school boards and teachers has been the teacher's contract. There exists in the minds of both teachers and employing authorities a certain lack of clarity concerning the teacher's contract, which it would be well to have cleared up. Any proper means of establishing a better agreement or understanding on this matter ought to militate for the good of both parties.

Any considerable study of the subject serves to reveal the multitude and variety of contract forms used by the various cities and other school units of the country. They range from no contract at all, in some cities, to the full-page variety worded in heavy legal terms, in other cities. All of them seek to do the same thing: to establish a working agreement between the two parties, which shall insure mutual satisfaction. That this result has not always been accomplished in the past is attested to by the numerous cases of litigation to be found in the records of the courts.

To Contract or Not to Contract!

It is interesting to note that there are a number of school superintendents who favor the plan of having no contract. They believe that there is something that borders on the unjust in the matter of a written contract with a teacher. It is probable that they reason from the thought of possible unfair restrictions included in the contract rather than upon the contract itself. One such superintendent states that in his opinion a teacher's contract is "a snare and a delusion, a continual source of dispute, discomfort, and discourtesy." Here, at least, we have a school executive who feels very strongly on the matter.

On the other hand there are the superintendents and employing authorities who think that a long legal document is required if the proper relation between teacher and employer is to be maintained. The contracts used in the states of Texas and Indiana are conspicuous examples of this latter type.

In some of the cities of Kansas, Illinois, and Michigan a contract form is used, which seems to be a sensible median between these two extremes. It is usually printed on cardboard of a size approximately 3 by 5 in. Nothing appears on this card except the name and number of the school district issuing it, with the date, and the following statement:

(Space for name of teacher)

.....

You have been elected teacher in the school of District 43 for the coming year of ten months at a salary of .....Dollars ($.....) per month. An answer within ten days is requested.

.....

Secretary.

Accepted: (Space for teachers name)

.....

Such a contract form printed on such a card is easily filed and available for reference at all times.

Eight Important Points

It is widely agreed that a contract form should embody the following points:

1. The name of the school district.
2. The teacher's name.
3. The agreement that he is to teach.
4. The amount of salary
5. The time limit for acceptance.
6. The signature of the employing officials.
7. The signature of the teacher.
8. The mutual agreement on the rules and regulations of the employing board or officials.

In the case of states which regulate the legal status of the teacher, and in cities in which the rules and regulations of the local board are codified and printed, the need for detailed stipulations in the contract are less evident.

It has been argued in some quarters that there will be confusion and wholesale disregard of implied obligation if the contract is not made full and binding. This has not been the experience of the boards who have made use of the more simplified contract forms, or even of no contract form. It is in cities of the size of 100,000 or over in which the contracts present the least elements of detail in stipulations. The smaller school units have been the more fearful as to results.

When to Release Teachers

Teachers have not, as a rule, broken faith with those who have accorded them the most liberty in the matter of written contracts. It is considered a matter of serious question among sensible schoolmen whether it is wise to try to retain a teacher who has her mind set on getting away from a particular school situation. Many of the more farsighted superintendents and school-board officials are of the opinion that it is better for the profession, viewed from every angle, if a teacher is permitted to advance herself in her calling whenever the opportunity presents itself.

One executive says: "We release teachers whenever they wish to be released. We give them the same treatment we expect to have ourselves. If they can better themselves at any time, we bid them Godspeed." Another superintendent puts it this way: "If somebody else offers them more than we can pay, it is but just that they should go where their services are more valued." Still another says: "We release teachers on their request. Teachers are entitled to every chance for advancement. In this way will teachers, the

(Concluded on Page 112)

Contractual Relations for the Transportation of Pupils

Neal Duncan, Superintendent of Schools, Richmond, Ill.

ARTICLE FOUR

A Parent May Convey Other Children

As we have seen in a former article, a parent may transport his own children to and from school and be given compensation according to law, for such services. One would then assume that a parent might be hired, in the same manner as anyone else, as the driver of a school conveyance which would carry other children besides his own. It would appear that such an assumption is correct, for a careful search of the existing supreme court decisions reveal no cases bearing on this point and the statutes do not specifically cover it. There is no good reason for doubting that this may be done.

One who has contracted to drive a school conveyance need not himself personally drive the conveyance, but may employ for that purpose a minor who is capable of doing the work, unless there is a specific provision in the statutes to the contrary.[1] And where a parent is hired to convey his own and other children in his own conveyance, his physical presence is not required in the vehicle which may be driven by one of the children if of sufficient age to transport the others safely.[2] But the cancellation of a contract to transport pupils is held proper upon the school board finding that neither the parent nor his son who drove the car had a driver's license[3]

A school director's husband cannot be the driver of his own conveyance and collect compensation for transporting his own children to school. For some time a Mr. Libby, whose wife was a member of the board of school directors, had been transporting his children and one or two other children to and from school. He presented a claim for this service, payment for which was refused. The court in reviewing the evidence said that payment was evidently refused because it was thought to be an illegal contract and claim, in view of the fact that allowing the claim would be paying for service upon a contract in which the community composed of Mr. and Mrs. Libby was pecuniarily interested, and a director cannot legally be interested in contracts made by his district. Nor can a school district legally contract to transport the children of a school director to and from school when such contract is made by the district with persons who are working for the husband of the director, and living with them, and pay part of the proceeds of the contract to them. In such case the director is also held to have such interest in the contracts as to invalidate them.[4] However, it has been held lawful for the sons of directors to be awarded contracts for transporting children to school, in the absence of fraud or interest of the director. But, in this case, it might be well to state that the sons of the director personally owned their cars in which they transported the children.[5] It is a matter for conjecture as to what the decision might have been if the director, himself, had been the owner of the car.

A law that requires that the contract for the transportation of pupils be let to the lowest "responsible bidder" who is able to furnish bond, etc., requires that the contract be let to an adult capable of being sued for breach thereof, and who has the necessary physical ability and moral character, having reference to the care and protection of the children being transported. A "responsible bidder" is one who is able to respond or answer according to what is expected or demanded under the contract. A person under twenty-one years of age who has lost a leg and so does not have the full use of his limbs to control the truck, is not such a responsible person.[6]

A school board in determining the responsibility of bidders in awarding a contract for the transporting of pupils is vested with a large discretion. "There are many elements to be considered besides pecuniary ability and since the statute which requires these contracts to be let to the lowest responsible bidder authorizes the school board to reject any and all bids, the official expression in the matter cannot be controlled by mandamus."[7]

Parents' Contracts

In order for a parent to recover for transporting his children to and from school, it is necessary that he first make a contract with the school trustees or produce evidence to show that the authorities have refused to enter into a reasonable agreement with him when they were authorized to do so.[8] And in case the school board make a contract the requirements of which it would be impossible for the parents to fulfill, the parent may recover for transporting his children to and from school. In this case[9] the school directors insisted upon writing into the contract a clause requiring the parent to have his children at school before nine o'clock in the morning. The parent objected, contending that in the case of a severe storm it would be impossible for him to meet this obligation, thus making his contract void. The supreme court upheld him in his contention and awarded him compensation.

Where the parent is unable to show that he made or attempted to make any arrangement with the board of education for the transportation of his children, he may not recover for such services rendered. In this case a farmer living over four miles from the nearest school in his district transported his own children to a nearer school in an adjoining district. He presented his board of education with a bill for $95 which the board refused to pay. The jury of a justice court awarded the parent $35, whereupon the board appealed. The supreme court reversed the decision, holding that "the board of education should have made a valid contract with the plaintiff to transport his children and should have made reasonable compensation for such service. . . . If fathers can take their children to another school other than the one arranged for by the school authorities and collect for the transportation without having first made arrangement with the board, it may lead to great confusion in school matters."[10]

In Georgia the contract with the county board of education for transportation of pupils is one required by the civil code to be in writing and spread on the minutes.[11] But in Indiana it is held that a statute providing that contracts must be in writing does not apply to contracts to transport children from an abandoned district, and that a district illegally formed cannot enter into contracts for the transportation of its children.[12] In a Wisconsin case [13] where the plaintiff had made an oral agreement with the board to transport children, it was held that he was entitled to recover compensation for the transportation of the children though there was no written contract as was required by law.

The fact that the chairman of the transportation committees of the school board informed a bidder that he had been appointed to transport the pupils and asked him to have his vehicles in readiness and furnish liability insurance, which he did, is not evidence that the school board had accepted; and even if it did, the plaintiff must inform himself of the exact action of the board. The chairman of the transportation committee acted merely as a messenger and not as an agent of the board. In this case the plaintiff had made a bid for transporting the pupils at the rate of $175 per week, but the board had voted to pay him $35 per day. He sued for damages and the court held that there was no contract since there was no meeting of minds. In the same case[14] it was held that a statement signed by both parties that at the expiration of the present contract it might be renewed, if satisfactory to both parties, upon terms and conditions as might at that time be agreed upon, created no obligation to renew.

The majority of the board of education must act on entering into such a contract as one for the transportation of pupils, and there can be no recovery from the district in the absence of proof that the contract was entered into by such majority.[15]

Quasi Contracts

Where, during the school year, the plaintiff had been transporting certain children for the defendant school district under a written contract, and without a renewal of the contract, supposing that it would be renewed, and without invitation from the school district began the transportation of the children again in September, it was held that he had performed the services as a mere volunteer and could not recover on an implied or quasi contract.[16] This is not a case where a contract could be implied from the action of the parties but rather the reverse, since one of the parties definitely refused to contract. There was no request by the defendant that the services be performed and, consequently, it was not an imposition upon the school district of quasi contractual obligations.

Quasi contracts are not so well understood by many judges and lawyers as they should be. The principle here is that any one who interferes in another's affairs, under circumstances which make it his moral duty to intervene or at least protect him from the charges of officious meddling, and who thereby confers a benefit upon the other for which the recipient ought in justice to pay, is entitled to restitution in value. The right, it should be particularly observed, arises neither from a genuine implied contract nor from mistake or compulsion, except the compulsion of moral duty.

The cases of such intervention fall naturally into two classes:

1. The preservation of another's life or property.
2. The discharge of another's obligations.

An Ohio case (Sommers v. Putnam County Board of Education et al, 148 N. E. 683) belongs to this second class. The county board of education under a statutory obligation to provide high-school work or transportation of children to a high school, failed to do either. The schooling of the children is conceded to be a matter of importance to the community, and when the board defaulted, it was natural that the

[1]Dear v. Bullock et al, (1926), 106 S. 196, 643 Miss. 141.
Batavia Village Board of Education v. Clermon County Board of Education, (1923), 19 Ohio App. 18.
[2]Andrews v. School District No. 1, Town of Knapp, (1924), 197 N. W. 813, 197 Wis. 813.
[3]Campbell v. School District No. 2, Fractional of Brooks and Everett Townships, (1927), 213 N. W. 704, 238 Mich. 454.
[4]Directors of School District No. 302, Thurston County v. Libby et al, (1925), 237 Pac. 505, 135 Wash. 233.
[5]Cunningham et al v. Union High School District No. "O," (1924), 223 Pac. 355, 131 Wash. 41.
[6]Bright v. Ball et al, (1925), 103 So. 236, 138 Miss. 508.
[7]Cooper v. Townsend Superintendent of Education et al, (1926), 108 So. 273, 108 Miss. 143.
[8]Sommers v. Putnam County Board of Education, (1925), 148 N. E. 682, 113. Ohio St. 177.
[9]Standingwater v. District No. 2 of Kingston, Juneau County, Wis., (1924), 197 N. W. 928, 183 Wis. 356.
[10]Woods v. School District of Oto, (1918), 169 N. W. 108, 184 Iowa 902.
[11]Board of Education of Houston County et al v. Hunt, (1925), 126, S. E. 789, 159 Ga. 749.
[12]Greenlee v. Newton School Township, Jasper County, (1914), 104 N. W. 610, 55 Ind. App. 630.
[13]Schaut v. Joint School District No. 6, Towns of Lena and Little River, (1926), 210 N. W. 270, 191 Wis. 194.
[14]Lucier v. Town of Norfolk, (1923), 122 Atl, 711, 99 Conn. 636.
[15]Boyles v. Summit Township School District, 28 Pa. Co. Ct. 351.
[16]Johnson v. Unorganized School District, Cass County, (1924), 198 N. W. 463, 159 Minn. 226.

father should intervene and perform the duty of the board. Clearly he conferred a benefit upon the community represented by the board. He was entitled to recover the value of such benefit. It was contended by the defendants that the plaintiff's remedy was mandamus to compel the board to perform its duty. It had been held in a previous case that mandamus would lie (State ex rel Masters v. Beamer (1923) 109 Ohio 133, 131 N. E. 851). But many months might elapse before such a proceeding could be brought to a conclusion, and in the meantime his children would be out of school; unless the father transported them at his own expense. To this it may be replied that if he had promptly begun his mandamus proceedings, he might be allowed to recover pending the outcome. But it seems to be no reason for requiring him to maintain two suits. The course he took was the simplest way out and resulted in no hardship to the board.

In some cases of this character, relief has been denied upon the ground that the plaintiff was a "volunteer." A conspicuous case is an English decision (Macclesfield Corp. v. Great Central R. Co., (1911) 2 K. B. 628), in which the King's Bench refused to allow the local highway authorities to recover the cost of repairing a bridge roadway which it was the statutory duty of a railroad company to repair, which duty the company failed to discharge. Said Kennedy, L. J., "Not being under statutory obligation to pay for or do the work, this local authority has done the work and incurred the expense of it, and I do not know the legal principle in those circumstances upon which they can throw the burden upon someone else who ought in the first instance to have done the work, and who therefore is in a position to say, 'you who seek to recover this payment from me have acted as volunteers.'"[17] The supreme court of Ohio was more enlightened in the instance cited above than the King's Bench, and its clear comprehension of the principle enabled it to reach a just conclusion.

The Closing of School

The closing of school will not necessarily suspend a contract for the transportation of pupils when such closing occurs during the school term, and where the contract contains no provisions or exceptions and no order is made by any one prohibiting the carrying out of the terms of the contract.[18] Where compensation is payable by the month, a temporary order which is in force and closes the school for one month does not affect the result. It is a general rule that a party to a contract is not discharged by subsequent impossibility of performance except in two cases, namely, change in the conditions, and some action of the government. In such cases the promissor is discharged. This does not apply, however, when the impossibility is only temporary.[19] Again, if the contract with a driver for the transportation of pupils is entire and contains no provision on the closing of school by the board of health, or similar cause when such contingency might have been foreseen, and, then when the school is closed in such a manner, the board of education requires that the driver hold himself ready and willing to perform his duties, and the driver does so and completes his contract upon the resumption of school, then he is entitled to pay for the period of enforced idleness.[20]

However, there is some conflict of opinion among the courts whether the school district is liable to the driver under a transportation contract when the school is closed, temporarily, in cases of sickness. A North Dakota court has held[21] that the driver's contract is not so like that of a teacher that the driver, upon showing readiness to perform during a period when school is closed because of an epidemic, may recover the agreed compensation. "The driver's contract," said the court, "is for personal service, and when without fault of either party, its performance is rendered practically impossible for a period of time, the party thus unable to give or receive performances, is not liable for breach of contract. . . . The compensation agreed upon is equivalent of full performance, and where there is excusable non-performance for an extended period, the service actually rendered under contract is not a substantial performance of the entire contract such as will enable the plaintiff to recover the full compensation." The dissenting justice said, "Both contracts," (teacher's and driver's), "are contracts, and the principles of law which are applicable to written contracts, which are wholly complete, are as applicable to one as to the other, in the circumstances of this case. . . . The sum paid was a very small sum per month. . . . A man and team would be worth several times as much in the field at farm work." It would seem that the opinion of the dissenting judge is better law and more logical, but the decision of the court may have been affected by the fact that in this case the driver was not required to hold himself in readiness so that he was forced to keep himself and team idle during the period of suspension while awaiting at all times the pleasure of the board of education.

There is authority,[22], [23] for the proposition that a threatened impossibility, at least, where the health or safety of human beings is involved, excuses performance, provided the case is one in which actual impossibility of performance itself would excuse.[24]

"Unless it can be said that the plaintiff's salary was payable as a retainer and not for the work done, it would seem to follow that an actual illness of all the pupils would excuse performance by the defendant. In any event, the plaintiff would not be entitled to salary because he could not perform the condition precedent upon which his right to salary depends.[25] Therefore, when a school is closed by operation of the law where there were no pupils to be taught, the teacher was held to be entitled to salary.[26] Another case[27] is similar to the North Dakota case cited in the decision that was reached. But the teaching of proper subjects can never be unlawful or contrary to public policy, though the assemblage of a number of children in one room might become harmful. The teacher usually has no power over the attendance of his school.[28] At any rate if the teacher, at the request of the school authorities, keeps himself in readiness to teach, he is entitled to his salary.[29] So, where the driver of a school conveyance, during a temporary suspension of school, is subject to the daily order of the board and cannot engage or undertake any service which would interfere with his constant readiness to resume the active discharge of his duties under the contract, it would, perhaps, be the better view to justify the payment of such driver upon the grounds that the contracts of such drivers should be properly understood as retainer contracts and that the school district has assumed the risk.

Contracts Not Determined by Voters

The voters of a district while given the power to authorize appropriations for transportation for pupils are not empowered to determine the manner in which the contract shall be let. Accordingly, where the voters have authorized transportation, it becomes the duty of the trustee to exercise his discretion in placing the contract with a responsible bidder, and his determination will not be disturbed because he does not award the contract to the lowest bidder, in the absence of proof that his action is opposed to the best interests of the district and of the children. [30] When a contractor for transportation is employed by a trustee under authority of the district meeting and abandons his contract, the trustees should provide transportation for the remainder of the year and is not required to advertise before making a new contract.[31]

The waiver by a school district of the right to cancel a contract for transportation of pupils has been held sufficient consideration for a modified contract providing that the driver contractor should not himself drive the bus.[32] The school board is entitled to use its discretion in awarding contracts to bidders,[33] but suit may be maintained against the trustees to cancel an illegal transportation contract.[34] The school board may cancel a contract for transportation where neither the driver nor his son who operate the bus have a driver's license.[35] Where a contract was executed, the district cannot escape payment because no definite amount for such services was agreed upon and are liable for a reasonable value of such services.[36] But a district cannot enter



MR. L. R. GREGORY
Superintendent of Schools,
Louisville, Ky.

Mr. L. R. Gregory has recently been elected superintendent of schools at Louisville, Ky., to succeed B. W. Hartley.

Mr. Gregory is a native of Kansas and received his education in Nebraska. He holds degrees given by York College at York, Nebr., and Teachers College at Columbia University, and has completed work leading to the degree of Ph.D. at Teachers College.

Mr. Gregory was a teacher in Nebraska schools for four years, and was superintendent of schools at Exeter for two years. He spent three years at Tecumseh and resigned to accept a principalship at Bronxville, N. Y. Here he remained for two years, when he resigned to enter Columbia University.

In 1926, Mr. Gregory went to Louisville as director of the local bureau of research. In 1927, while retaining the directorship of the bureau, he was elected assistant superintendent in charge of the high schools.

[17]Illinois Law Review, 20:613. Right of One Who Performs Another's Duty to Recover Value of Service.
[18]Crane v. School District No. 14 of Tillamook County, (1920), 188 Pac. 712, 95 Ore. 644.
[19]Cashdollar v. Board of Education of Jefferson Rural School District, (1920), 12 Ohio App. 298.
[20]Montgomery v. Board of Education of Licking Township, (1921), 131 N. E. 497, 102 Ohio App. 189.
[21]Crane v. School District No. 14 of Tillamook County (1920), 188 Pac. 712.
Sandry v. Brooklyn School District No. 78 of Williams County, (1921), 182 N. W. 689, 47 N. Dak. 44.

[22]Connecticut Fair Association, Inc., v. Hartford et al, (1918), 102 Atl. 838, 102 Conn. 621.
[23]The Kronprinzessin Cecelie, (1917), 244 U. S. 12.

[24]Lakeman v. Pollard, (1857), 43 Me. 463.
[25]Michigan Law Review, 18: 796.
[26]School District No. 16 of Sherman County v. Howard, (1904), 98 N. W. 666, 5 Neb. (Unof.) 340.
[27]Dewey v. Union School District, (1880), 5 N. W. 646, 43 Mich. 480.
[28]Gear et al Trustees v. Gray, (1894), 37 N. E. 1919, 10 Ind. App. 428.
[29]Libby v. Inhabitants of Douglass, (1900), 55 N. E. 808, 175, Mass. 128.
[30]Education Department, Opinion, (1922), 27 St. Dept. Rep. (N. Y.) 351.
[31]Education Department, Opinion, (1926), 35 St. Dept. (N. Y.) 54.
[32]Koth v. County Board of Education of Jasper County, (1927), 140 S. E. 99, 141 S. Car. 448.
[33]Cooper v. Townsend Superintendent of Education et al, (1926), 108 S. 273, 108 Miss. 143.
[34]Dear v. Bullock et al, (1925), 103 So. 236, 138 Miss. 508.
[35]Campbell v. School District N. 2, Fractional of Brooks and Everett Townships, (1927), 213 N. W. 704, 238 Mich. 454.
[36]Greenlee v. Newton School Township, Jasper County, (1924), 104 N. E. 610, 55 Ind.

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The School Secretary —Her Job

Mabel E. Baird

One result of the present tendency toward job analysis in educational work has been a noticeable clarification of the hazy lines between the duties of the different members of the administrative group. The duties of the superintendent, principal, supervisors, and teachers have been definitely determined on the basis of their functions in the school organization. The recent entrance of the secretary to the superintendent or the principal in the average school system has raised a question in regard to the duties she may be expected to perform, as well as her standing in the school. A general statement might include those duties which appear in school administration, but which are not specifically mentioned as belonging to the four positions named above, excepting, of course, those duties performed by specialists.

The writer will make no attempt to enumerate, or to classify, all possible considerations of the position, but will seek to stimulate interest in, and to arouse a professional consideration of this new administrative office.

Probably it is due to the recency of this position as a part of administrative organization that it has received little attention, yet with the proper person in it, the secretary in a school system does much more than the secretary in a commercial establishment. Upon examination of Gander's investigation of the personnel organization of 836 medium-size school systems, representing 41 per cent of the total number in their class, it is found that 59 per cent of the superintendents and 30 per cent of the principals were provided with "clerks." These data justify consideration of the position from the standpoint of modern school administration.

So far as is known, no institution of higher learning gives any training specifically for the position under consideration. This fact results in a lack of definite preparation of those who become candidates for the position. Consequently, a hit-or-miss state of affairs exists for the superintendent, or principal, who is selecting a secretary. Under existing conditions, his judgment can seldom be based upon desirable training for the work, so it becomes necessary to formulate an opinion as to the candidate's probable success based upon other considerations. He may base his judgment upon the candidate's possession, or lack, of those qualities essential in a good principal, which include intelligence, a good general education, executive ability, social leadership, an even disposition, interest in self-improvement, and ability to attend to details promptly and with accuracy. He is fortunate who finds one with a fair degree of training in office practice, and one who possesses these desirable qualities. It is usual for him to be obliged to accept a candidate who has prepared for a teaching position, and who comes into the secretary's position unexpectedly. Under these conditions her training is in subject matter and methods of teaching rather than in office practice and school administration. It is this latter training which should be provided, if the secretary is to become a valuable asset to any administrative group.

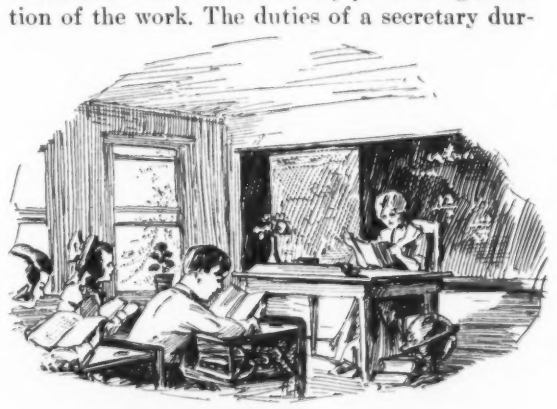
Linked with the qualities just mentioned, there should be the quality implied by the etymology of the word *"secret—ary,"* involving the ability to be intrusted with private affairs, without danger of broadcasting them in the community. The beginner will meet prying individuals who will ask innocent questions about the conduct of school affairs, and unless the secretary avoids divulging information, she is certain to meet difficulties. Of course, this should not be taken to apply to general school policies, which the community has a right to know about, but refers to matters of interest to those concerned.

There is a possibility of enlarging the conception of the office of secretary in its functioning in a school system. Essentially the position includes the performance of those duties formerly belonging to the principal or the superintendent, which interferes with the accomplishment of the accepted aims of their offices. These duties which may not all be purely clerical in nature, will necessitate the conferring of some authority on the secretary, to carry out minor matters of administration, and even of supervision, under the direction of the principal. For this reason, it is proper to grant the secretary a standing in the school system on a plane comparable to that of the supervisor, to avoid any interpretation of her activities by supervisors or teacher as an intrusion into their professional realms. This authority, however, should be given to the secretary gradually, as she proves herself able to use it wisely, without causing any trouble in the system. It is essential that a principal, or superintendent, back his secretary in the performance of duties delegated to her, just as it is necessary to back his teachers under similar conditions.

There are definite considerations of the position in the light of opportunities for professional advancement. The fact that the secretary is in contact with the administrative group of the school gives her a first-hand idea of its problems and methods of administration, and problems of supervision. There is then opened to her an opportunity for observation from a more practical point of view than is possible through reading and study. If she will regard her position as an advancement to a principalship for herself, and will regard her training and opportunities for observation as part of an apprenticeship, then there is an ideal condition of practice and development, with beneficial results both to the organization and the individual. A wise principal will adhere to a broad view of training his secretary in service, gradually relinquishing authority and duties to one able to use them, to a point where the secretary can assume full charge of the office in his absence, and can assume a principalship of her own. She will take a pride in such growth and accomplishment, justified by the knowledge that she has earned a place in the school organization.

It is advisable to have a plan of the year's work mapped out for the secretary in the same fashion as is followed by a teacher in planning her year's work, A year's schedule worked out by a secretary is of great value to her successor in the position, and it serves as a guide for the principal, or superintendent, in overseeing the work. In this way a logical procedure for the larger tasks of the position is promoted. It avoids the danger of postponing certain duties until the end of the school year, when a rush of details congests the office beyond the possibility of functioning when most needed.

The length of the secretary's year should be taken into consideration in any plan of organization of the work. The duties of a secretary during two or three periods of a teaching day should be lighter than those of a full-time secretary employed for the time school is in session, or of one who remains in her office throughout the year, with two weeks' vacation during the summer.



No matter which condition exists in any system, it is possible to make classifications of the duties of the secretary. One of these classifications is according to the recurrence of the duties during the year, which would divide them into six major divisions: Annual, semiannual, monthly, weekly, daily, and miscellaneous. Another basis for classification is the nature of the duties, as clerical, administrative, supervisory, substitute, extra-official, or advisory, depending upon the school system, the individual, and the length of time she has held the position.

The nature and the amount of clerical duties turned over to the secretary depend quite largely upon the teaching loads of the various members of the faculty. On the whole she should assume those duties which will leave the teachers free to devote the major part of their time to duties closely related to their proper functions. Some duties illustrating the diversity of tasks required of a trained and efficient secretary in an average school system are listed herewith. They can be classified by either method, depending entirely upon personal choice. No attempt is made to suggest a full year's program, as conditions and organization vary so greatly that a type program would be of little value in any given situation.

The following are the duties which a secretary may be required to perform:

Maintaining a continuing school census
Keeping pupils' attendance and scholarship records
Making out report cards
Opening and distributing school mail
Taking dictation and writing letters
Answering the telephone
Receiving office callers
Keeping financial records of the office
Mimeographing
Keeping office neat and in order
Distributing miscellaneous supplies needed by teachers
Distributing books and supplies ordered by mail
Keeping files up-to-date, eliminating old materials
Managing ticket sales of school functions
Distributing notices to the faculty
Helping to manage faculty affairs — (parties, etc.)
Attending emergency cases in the absence of the school nurse
Dressing minor injuries and resuscitating fainting pupils
Substituting in classrooms when needed
Conferring with salesmen
Finding living accommodations for teachers
Keeping faculty restrooms tidy
Keeping office supplies available
Doing necessary errands about town
Forwarding school mail during vacations
Writing school publicity for press
Making out school reports
Collecting data for school reports
Sharing lunch-hour responsibilities
Substituting for principal so far as possible
Acting as faculty treasurer
Performing duties of notary public
Assembling materials for board meetings.

Such a list might be enlarged indefinitely, but the present one will give an idea of the diversity of duties involved.

There are some duties which should never be performed by anyone but the principal, or his superiors, and which are clearly within the actual requirements of the offices they hold. The principal, or superintendent, should regard such provision by his board as a recognition of his ability to perform those duties closely associated with his position in an efficient manner, when not hampered with burdensome clerical and detail work. Under no consideration should he

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Two Precedent Setting Cases at Portland, Oregon

The supreme court of Oregon has recently disposed of two school suits which are of considerable importance and which should prove of interest to readers of the JOURNAL. Both of the supreme court decisions affect school employees and both establish precedents in school-administrative procedure.

In the case of Grace L. Funston against the school board of Portland, a writ of mandamus was asked by the plaintiff, a Miss Funston, to require the defendants to restore the former to her position as a teacher in the millinery department of the vocational school. The court in its decision, ruled against the plaintiff, holding that the school board is not obliged to appoint a teacher to a position which does not exist and which is not necessary.

It appears that Miss Funston was employed as a teacher of millinery in December, 1912, and some time later was given a life certificate, which limited her to the teaching of the one subject. There was only one school in Portland in which the subject was taught, and since in 1927 the style of women's hats had caused a serious decline in the enrollment of the millinery department, only two teachers were engaged in this work and the plaintiff was assigned to other work.

On April 1, 1927, due to the conditions in the trade, it was decided to dispense with the services of the plaintiff and she was so notified. In April of that year the plaintiff informed the board that she would not abide by the board's order. Later the board issued a call for a hearing of the teacher's case, but she failed to appear, and on June 6, a resolution was adopted dismissing her from the service for the reason that her services as an instructor were no longer necessary.

The plaintiff in her suit, contended that, under the laws of the state regulating the hiring and discharging of teachers, a lack of need for the service of a teacher with a life certificate is not a just ground for dismissal, and that even if such ground is available, the board had failed to comply with the procedure prescribed by the law regulating dismissals. The trial before the local circuit court resulted in making a peremptory writ in favor of Miss Funston, but the defendants appealed. The lower court held that the school board may not dismiss a teacher for lack of work. The supreme court, in reversing the judgment of the circuit court, ruled that the board may dismiss a teacher where there is no further need for the services, or for the lack of available funds. The court pointed out that the teacher, because of her ability, might have been assigned to other work, but for the fact that she held a limited certificate, which prevented her from teaching other subjects, so that the board was without authority to assign her to other work and was forced to dispense with her services.

Quoting from Dillon on Municipal Corporations, (5th ed.) §479, the court said: "The purpose of the civil service statutes and of other laws preventing the discharge of employees without cause, notice, and a hearing, is to insure the continuance in public employment of those officers who prove faithful and competent. The statutes are not intended to affect or control the power of the city officers or school officials to abolish offices when they are no longer necessary, or for reasons of economy."

Quoting from a decision in the case of Phillips v. Mayor, City of New York, 88 N. Y. 245, the court further said: "The statute does not apply to a case like this where the officer is removed, not to make way for another, but because his services are no longer needed, or because there are no funds provided for his payment." The court concluded by saying that in cases where the cause of dismissal is not personal to the teacher, the law does not require an adherence to the prescribed procedure, and it follows that the lower court erred in its conclusions, the higher court having ruled adversely to the plaintiff.

Mutual Insurance Legal for Schools

A second case decided in favor of the Portland school board is interesting, in that it makes clear that boards of education are permitted to carry fire insurance on school property in a mutual insurance association. The suit was brought by N. P. Johnson, a citizen and taxpayer of Portland, on the ground that under the Oregon school law, no municipal corporation may directly or indirectly, be the owner of stocks or bonds in any association or corporation, and that the issuance of a policy of unlimited liability is in violation of a constitutional provision. The suit sought to bring about the cancellation of certain fire insurance policies issued by the Northwestern Fire Insurance Association, and to enjoin the district from purchasing similar policies from any mutual company. The lower court held for the complainant and issued a writ cancelling the policies in the Northwestern Company and at the same time enjoined the district from purchasing additional policies.

The supreme court in reversing the lower court, discussed the entire problem in rather an interesting way and indicated very clearly that, under the conditions, the board of education might very well hold policies in a mutual company.

Quoting from Dillon, in his text on Municipal Corporations (5th ed.) Sec. 976, the court said: "As an incident to the power to erect and maintain a city hall, a schoolhouse, or other public building, the municipality or the school board has the right to contract for indemnity for loss by fire by insuring these buildings; and having the power to insure, it may insure them in a corporation organized on the mutual plan under the laws of the state in which the city is located. Giving premium notes for losses incurred by such company on other insurance is neither a loan of the credit of the city, nor the owning of stock of bonds of the company in violation of the constitutional provisions."

Quoting again from Cooley's Briefs on Insurance (2nd ed.), Vol. I, page 104, the court said: "As a municipal corporation is empowered to erect and to maintain a public building, it also has the power to contract for indemnity against loss by the burning of such buildings. This right

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A MOUNTAIN KINDERGARTEN

The photograph of the new kindergarten of the Cheyenne Mountain School near Colorado Springs, Colorado, should support almost any set of complimentary adjectives, and at the same time make them unnecessary.

The building was originally an ugly red brick confectionery store, a loitering place for high-school boys, and consequently something of a problem. The county commissioners were requested by the school board to consider rerouting the highway which then ran between the store and the school grounds. The commissioners agreed to do the work, and the board purchased and closed the store.

Plans were drawn for remodeling. The lines are those of the old Spanish buildings of New Mexico. The finish is a light tan stucco; there are exposed beam ends, blue trimmings, and a porch with a flower-grown sod roof. Aspects of the structure from any point of view are lovely, particularly when it is seen over the green lawns, scarlet poppies against the tan walls, when there is a green frame of native scrub oaks, and a far majestic backdrop of mountain and canyon walls and Colorado-blue sky.

The interior — two classrooms and cloakrooms — preserves an Indian air. The lights are set in suspended rawhide drums; the beams are stenciled with symbolic design; there is a large appropriate mural of Indian children at play, done by Lloyd Moylan. The wall of one of the two large rooms bears a comic locomotive, drawing comic cars over an undecided railroad. The engine and cars are blackboards traveling on red wheels.

This kindergarten-primary school building is the latest addition to the physical equipment of a remarkable school, directed by Superintendent Lloyd Shaw.



CLASSROOM, CHEYENNE MOUNTAIN KINDERGARTEN-PRIMARY SCHOOL, NEAR COLORADO SPRINGS, COLO.

The Contract Method in the High School

Ray Graham, Principal of the Easton Community High School, Easton, Ill.

A large number of schools are now using the teaching scheme known as the "contract method," but a study of the particular system used in various schools shows that there is no one method that can be described and called "the contract method." But while the technique varies widely in various schools, there is evidence in all of these modifications of the basic plan of giving to each individual pupil a "contract" which includes the specifications for the work he must do on each particular unit of work. Other features are often added to this in different schools and by different teachers, but the basic idea of a "contract" in teaching is the same as a contract in building construction: The workmen in both cases have complete and accurate specifications which must be followed in their work and which, if followed, result in the finished product desired by the builder or teacher.

What a Contract Is

In the Easton schools the contracts are made out by the teacher in time to be mimeographed and handed out to each pupil at the beginning of each unit of work. The contracts carefully outline the tasks to be done and the procedure to be followed. Two kinds of contracts are used: In mathematics and science each contract is divided into subcontracts, which are adapted to the slow, average, and fast groups of students. These subcontracts are designed as C, B, and A subcontracts. The C subcontract is the work that all pupils must do. The B and A subcontracts include work that the average and fast pupils will take up after they have completed the work in the C subcontract. The C subcontract contains the minimum essentials that must be covered by all. The B and A subcontracts cover additional and more difficult types of work. The second kind of contract is used in English, social science, and subjects of a corresponding nature. There are no subcontracts here, but the work is divided into daily assignments which are clearly designated. The instructions for the pupil, exereises and problems to be done, questions to be answered, and other details are all clearly stated.

These contracts form work guides for the pupils, they are kept in order and at the end of the semester they represent an outline of the work each student has completed.

The specific advantages of the contract method, both for teaching and learning, may be presented in brief under twenty points:

1. It is a concise, clear-cut method of lesson planning. It enables the teacher to do scientific teaching along a definite and premeditated line. The contract is the equivalent of a blue print for both the teacher and pupil. The proximate objectives and learning exercises are so definitely and clearly stated that the pupil in preparing his lesson is proceeding along a well-marked road.

Teacher Must Make Logical Assignments

2. The preparation of a contract forces the teacher to clearly define his proximate and intermediate objectives. The fact that these are stated in writing lends to the clearness of the teacher's thinking.

3. The contract is based on the logical unit of work and subject matter, and not on so many pages of a textbook or "enough work to keep the student busy" a definite number of minutes. Some contracts may cover a unit of work that can be completed in a day; others may require several days or weeks.

4. The contract method gives the teacher an opportunity to do teaching in the assignment. This is a distinct improvement over the usual method of giving the next day's assignment under such handicaps as exist just before or after the bell marking the end of the period has been rung. In the contract method the assignment may take several days. In addition to the printed contract which is handed to the pupil, it is sometimes necessary to take considerable time to organize, explain, and lay out the work to the class as a group. This is an opportunity for oral teaching.

5. The contract method differs with different teachers and different subjects. It often is altered for classes of different sizes and abilities. It affords ample opportunity for modern techniques and methods such as textbook teaching, corollary reading, socialized recitations, laboratory method, project method, appreciation, etc.

6. The class period is usually used as a work period—not as a recitation period. Pupils may work individually or in groups. The teacher is the director of this work.

Use Same Lesson Plans

7. A very noteworthy feature of the contract method is that the pupil uses the same lesson plan which the teacher uses. If a plan is worth while for the teacher, it ought to have values for the pupils under the teacher's direction. This contract, in writing, is an agreement, or evidence of good faith between teacher and class.

8. The contract is useful and valuable as a means of making scientific assignments. The student is helped by them in picking out essential details of the lesson and in holding to the point.

9. The learning exercises are clearly stated and definitely organized. They are based on the objectives stated at the beginning of the contract. They are so organized as to call for the pupil's efforts along lines planned to develop valuable abilities, skills, habits, appreciations, attitudes, etc., of the pupils.

10. The contract method creates a spirit of good faith between pupil and teacher. It is an agreement on the teacher's part that, if the pupil covers the work outlined, he is sure to get a passing grade. The pupil accepts the contract with the idea that he cannot evade his share of the responsibility. The assignment is definite, and, if the work is not done, the teacher cannot be accused of failure to present the work schedule.

Quick Check-up Possible

11. The teacher can check the work of the whole class by means of three- to five-minute quizzes, given frequently and without previous announcement. This serves to keep the pupils' preparation up-to-date, which is an important item in the success of this method. Another check can be made from time to time by the teacher going over the contracts, which are kept in order by the pupil, with the accumulated notes and material he has collected.

12. The faster, more capable, and energetic students will have plenty of opportunity to perform outside projects. Examples of these are the clipping and handing in of pertinent newspaper articles; local application of the items studied, etc.

13. A very important technique to be observed is in the retention of the contracts. The pupils must learn to keep these in orderly, neat form. If there is not sufficient room for note-taking on the contract itself, extra sheets can be inserted so that the notes are arranged with respect to the contracts. The teacher may call for these occasionally, without previous announcement, and check over them to gain an idea of the student's preparation and study. At the end of a unit, the contract with accompanying notes becomes the basis of review. At the end of a semester or term, the contracts and notes in this orderly arrangement make a complete outline of the course as studied. Neatness is stressed; the notes are required in ink, not pencil.

14. The contracts are valuable in making up work missed by some pupils. The teacher can refer to them and tell exactly what work was missed at the time. This remedies a phase of schoolwork that is generally sadly neglected.

15. The contract method allows for individual differences. In fact it is especially adapted to care for the different capacities for work of various individuals, without destroying the values they get from study and work with the group. The contract provides carefully planned work, so divided that those completing the minimum of work required can proceed at their own rate to more individual work; and they generally do the work adapted to their own individual interests.

Personal Help Possible

16. Since most of the class period is used as a work period, during which time the teacher is directing and aiding the pupils with their difficulties, the teacher is given a splendid opportunity to appraise their efforts and prog-

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CHEYENNE MOUNTAIN KINDERGARTEN-PRIMARY SCHOOL, NEAR COLORADO SPRINGS, COLO.

High-School Administrative Procedures

Making the Pupils' Class Schedule

Paul S. Miller, Ph.D., New York University

"The Teacher's Opportunity"; "The Onward March of Twenty Millions"; "Inspiring Words for the Teacher" and similar topics meet the eye of the casual reader of educational journals at the beginning of each school year. A careful survey of these articles reveals the astonishing fact that these so-called words of advice are addressed chiefly to the teachers. No attempt is made here to minimize their value. There is, however, another individual in the school, the high-school principal, to whom all these admonitions apply and upon whom rests the additional burden of the proper administration of the school. Whether or not the school is an effective and smooth machine insofar as administrative features obtain, depends largely upon the skill of the principal. Among duties for which the principal is directly held responsible is that of preparing for the first day. Obviously, this duty implies the making of the pupils' daily program and assigning teachers.

The claim might be made here that all principals have worked out a technique which is most effective and economical. Such a claim would ignore the fact that (1), many years ago the principal had devised a method which he considered satisfactory, and that (2), the turnover in principalship positions is relatively small. The basis for such claims is decidedly false. In the first place, we must acknowledge the factor of change in current practice, whether they relate to office routine and management or in the production of commodities. Fortunately, many school officials have had their "ears to the ground" and have made such changes as were within their power in order to keep pace with progressive movements. In the second place, the number of changes that occur in administrative positions throughout the entire country is greater than one would be inclined to believe at first. According to Koos[1], three fifths of the principals in 421 communities had planned to remain in their present positions. The remaining two fifths planned to transfer to another type of work. Other factors which may decrease the total number of those who plan to remain in their present positions are: unexpected promotions, retirement, deaths, etc. The above explanations may suffice to indicate that the amount of turnover in the principalships is greater than generally believed.

It was a recognized fact that, in the past, many of the principals attained these positions without adequate training. Today, this condition is slightly changed. The large number of colleges and teacher-training institutions which give specific courses pertaining to the requirements of the high-school principal have been a large factor in improving these conditions. We must not, however, overlook the fact that many of those who are now occupying these positions or are aspiring to the position of principalship, will not avail themselves of the training which these schools provide.

One of the first duties which the principal must perform at the beginning of each term is to organize his school. It is the purpose of this article to show in detail how it is possible for him to make preliminary preparations for such an organization, with the maximum economy of time and labor, as well as to avoid the great amount of confusion that is prevalent on the opening day of school.

1. The Program of Studies

We assume that the end of the school year is approaching. At this time the program of studies, which is to be offered in the school for the next year, will have been determined. The progressive and efficient administrator will decide the studies that are to be offered in the succeeding year. By systematic and continued observation during the year, the principal will have discovered needed changes in the program of studies. By means of a series of teachers' meetings and conferences the principal will gain their confidence and full cooperation. It is but the initial step in realizing that the problem of curriculum revision is a mutual one.

When the program of studies has been finally adopted and approved it should be given to the high-school teachers and also to teachers in contributing schools. In most instances, those who are directly responsible for the administration of the schools, have found it helpful to call a meeting of all teachers in order to explain all matters about which there might be any doubt. Immediately following this procedure, these programs are given to the pupils with instructions to take them to their parents in order that they might be informed about the pupils' probable choice of subjects for the ensuing year.

2. The Pupil's Registration Card and Daily Class Schedule

In Figure 1 is shown the pupils' registration card and daily class schedule.

REGISTRATION 192 - 192

I. Q. _____

Name	Subjects this year	P.G.	Subjects next year	Period	Room

DAILY CLASS SCHEDULE 192 - 192

Name	Subjects	Period	Room

FIG. 1. PUPILS' REGISTRATION CARD AND CLASS SCHEDULE

The reader will readily notice that this form does not contain all the information which the school should have concerning the pupil. It supplies all the necessary information for its present needs. The blank form is a 5 by 6-in. card. The perforation between the registration and the daily class schedule provides for the smaller unit, 3 by 5 in., which is a standard size.

3. How to Use the Card

These blank forms are sent to all the home-room teachers who distribute them among their home-room groups. These teachers act as advisers, and assist pupils in making proper choices of subjects. The question might arise as to the time of the year when these cards are given to the pupils. This is conditioned to some extent by other factors. In a number of school systems it is customary to select the teaching staff prior to the close of the current school year. It is necessary to estimate the enrollment for the coming term.

The pupils are instructed to fill all the blank spaces on the registration card with the exception of the space marked "I. Q." "P. G." "Period" and "Room." The only space on the daily class schedule to be filled by the pupil is the "Parent's Signature." The letters "P. G." on the registration card indicate the probable grade the individual pupil will receive at the end of the school year. For example, if pupil *A* is in a class of second-year English and in spite of the fact that his grade in that subject had been below passing for the greater part of the year, he would in all probability indicate that he would take third-year English the following year. Before the cards are returned to the central office for tabulation, the teachers would check the choice of subjects the next year to determine whether the pupils' choice is made in accordance with previous performance. A definite time is given when these cards will be returned to the central office. Here a clerk will make the necessary tabulations. In the smaller school where clerical assistance it not available, the principal may enlist the services of his teachers or responsible pupils in the upper classes. When this work is completed, the principal will know the number of pupils registered in each subject. If, for example, his total registration in 10th-grade English is 300 and the maximum number of pupils he may assign to each class is 30, he will readily see that he must provide for ten sections in 10th-grade English. When this work is completed, the principal will know approximately the number of teachers required for the following school term.

4. Assigning the Teachers

The next step in the procedure is the assignment of teachers. The writer has found that the form shown in Figure 2, serves the purpose in making the teachers' assignments.

TEACHERS' CLASS SCHEDULES

192 - 192

TEACHERS	SUBJ.	ROOM	SIZE	PERIODS 1	2	3	4	5	6
(X)	ENG. III & IV	203	30	ENG. IV (a)		ENG. IV(b)	ENG. III(c)	ENG. III(d)	

FIG. 2. THE TEACHERS' CLASS SCHEDULE

The high-school administrator who expects to use such a form will readily see that the number of subjects shown in the column depends upon the size of the school. If the school has an enrollment of less than two hundred it will be necessary for a number of teachers to teach more than one subject. The different subjects which the teacher is required to teach, can be placed in the blank space appearing after her name.

5. The Teacher's Work in Making the Pupils' Class Schedule

The subjects listed on the pupils' registration cards have been checked again in order that the number of program changes will be as few as possible. The teacher's class schedule has also been completed. We shall now proceed to assign the pupils to their respective classes. In the meantime the registration cards have been filed according to classes or grades, curricula chosen,

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[1]Koos, L. V., The High School Principal, page 65f.

The Importance and Present Status of the School Janitor-Engineer—I

Harry Stanley Ganders, University of Cincinnati, Cincinnati, Ohio, and
Charles Everand Reeves, Elmira College, Elmira, N. Y.

There has been a continual process of development in the construction of school buildings in the United States. The greatest improvement has come during recent years. Our large modern school plants, and even the recently built smaller school buildings, are far better structures than those, many of which are still in use, that were built from twenty-five to fifty years ago.

As a result, the proper operation and care of the modern school plant has become a highly skilled and technical occupation. School housekeeping has developed to a stage where thought is required in planning and executing the various operations. The work of caring for school buildings needs constant vigilance, on the part of janitor-engineers, with ideals of cleanliness, neatness, and sanitation always in mind. It means removal, not only of conspicuous dirt, but of all dirt, from the school building. If properly performed, the heating and ventilating work in a school building calls for a high degree of technical knowledge and skill.

The work of school-building management has become scientific, yet the literature on the subject is meager. In no sense does the present amount of scientific and helpful printed material on the subject comport with the importance of the care of school buildings from the standpoints of their preservation and the influence of proper care upon the educational function of the school.

While increased knowledge and skill have become necessary for the proper performance of many additional technical jobs, insufficient assistance has, as a rule, been furnished. Sufficient attention has not been directed to securing janitor-engineers who are qualified by special training for this more exacting work. Salaries are often too low to attract and hold competent employees. Men are still employed as school janitor-engineers who are untrained and often unfitted by physical or mental incapacity for the technical and responsible duties such work entails.

If school buildings are to be properly managed, it is essential that the janitors and engineers employed should be men and women of the highest type and properly qualified for their work. Only industrious, trustworthy, and properly trained janitor-engineers can be entrusted with the responsibility involved in the care of school buildings.

Janitor Service and Health

The cleanliness of school buildings and grounds and the condition of temperature and air, partially determine the condition of child health. Hoag and Terman maintain that "No other individual about the school building, unless it be the principal, has so much influence over conditions which affect the health of pupils."[1]

The relationship of the spread of germ diseases to dusty conditions of furniture and air does not seem to have been definitely established, but there is common agreement that dirt and disease are closely associated. The influence of the janitor's work upon the sanitation of the building, the health of children, and the safety from fire and other hazards, must be recognized by the employment of janitors and engineers properly qualified, able, and willing to assume responsibility for the health of school children, insofar as it is determined by the school environment.

The Janitor and Discipline

The work and personal character of the janitor have an important influence upon school discipline. Often, even during school hours, the janitor is given authority to discipline children outside of classrooms on an equal basis with teachers. During hours when teachers are absent, he exercises even greater authority over children. His contacts with children and his influence upon them often exceeds that of teachers. He is given authority over children when they are in their most active, spontaneous, and natural conditions; when lasting habits are formed. His supervision of children in the toilet rooms, in the corridors, and on the school grounds during the noon hour and before and after school sessions, requires personal and moral qualities in janitors equal to those expected in teachers.

The influence of the janitor's work upon school discipline is hardly less than the influence of his personal qualities. Cleanliness and orderliness in a school probably induce in pupils, good manners, happiness, refinement, and good moral qualities.

The Janitor and Good Housekeeping Ideals

Many children come from homes in which cleanliness and orderliness are not maintained. If such children are not to follow in the footsteps of their inefficient parents, it is essential that somewhere they shall secure proper ideals of good housekeeping. Mere teaching of such ideals without demonstration, is not sufficient. If the child sees cleanliness and orderliness neither at home nor at school, much of our attempted teaching of good housekeeping ideals will be barren and fruitless. Hence, for many children, the janitor's work is essential to this necessary objective of instruction.

Even for children from the best of homes, it is important that they do not find conditions of cleanliness and orderliness in their school inferior to those of their homes. In setting ideals of good housekeeping, we may truly say that the school janitor is a real member of the educational force and a vital factor in the teaching process.

The Janitor and Learning Conditions

Distractions are more likely to occur and concentration is more difficult to secure in the midst of a disarranged environment. Since the work of the school is largely that of mental activity the importance of orderly physical surroundings, comfortable temperatures, and good air conditions can scarcely be overestimated.

Protection of School Property

School buildings must be properly conserved. They have been secured after strenuous campaigns for the issuance of school bonds. The sources of school funds are not so plentiful and the amounts available for buildings and equipment are not so great that boards of education can afford to provide inadequate care for such property, once good buildings and adequate equipment have been secured.

The Extended Use of the School

The use of modern school buildings is continually being extended. The all-year school, the platoon school, the lengthened school day, double sessions, evening schools, the school as a community center, and the increased social activity of the regular school, all make greater demands upon janitor-engineers. Where these conditions obtain, hours of service at the school building are lengthened, the work of cleaning in some cases is doubled, and work connected with heating and ventilating is increased. Under such conditions, irresponsible and inefficient janitor-engineers will not serve the purposes of the extended school. Greater necessity for planning work schedules results if the necessary work is to be accomplished during the shortened period of non-use that is available. Routine of work is sometimes broken, which requires thought and adaptability on the part of janitor-engineers in shifting the time of performance of various jobs in order that all necessary work may be accomplished. For these reasons the management of school buildings requires that the janitor-engineer shall have intelligence, adaptability, training, and experience.

The physical, mental, and moral status of the janitor-engineers of a particular school building will determine, largely, the effectiveness of the service for that building. It is, therefore, important that great care be exercised in selecting candidates who are well qualified for such positions. It is also important that an efficient staff, once secured, shall be retained. Too often the janitorial-engineering service becomes the football of local politicians. Janitor-engineers should feel secure in tenure as long as they give efficient service and their efforts should, whenever possible, be rewarded by promotion to better positions in the service.

The Present Status of Janitor-Engineers

Age. There are very few young school janitor-engineers. In 1926 Vander Meer[2] found that but 4 per cent of 280 janitors of the Rocky Mountain region, included in his study, were under 31 years of age. On the other hand he found that 25 per cent of the same group were over 59 years of age. He found the median age of janitors to be 50 years. In the school systems in which but 1 or 2 janitors were employed the median age was 45 years. The range of ages for the total group was from 21 to 80 years. Harshfield[3] in 1926, found the range in ages of 35 janitors of Cuyahoga county, Ohio, to be from 18 to 78 years, while the median age was 49 years.

It would appear from the above data that there is probably need for the employment of younger men as school janitors. Since the average experience in school janitorial-engineering service of janitors of the Rocky Mountain region was but 4.1 years, it would appear that the average janitor is appointed to his position at about the age of 45 years. The schools are thus getting men at the upper limits of their prime, which is from 25 to 50 years of age. The average janitor, at the age of 45 or 50 years, and without special training will soon be beyond the age of usefulness for such work. The work of janitor-engineers, if properly performed, is strenuous. Only exceptional men, as old as 75 or 80, have the vigor necessary to perform even the lighter tasks incident to such service in a modern school building.

Where Women Are Needed

Sex and Race. In the Rocky Mountain region but 5 per cent of the janitors were women. These were found in the small one- and two-janitor school buildings, and in the very largest systems. Women should probably not be employed for the more difficult tasks involved in school janitor service, but it does seem desirable that every school large enough to require the services of several janitors should have at least one woman on the force, even if only for part time, to look after the cleaning of girls' toilet rooms, teachers' restrooms, and to perform some of the lighter tasks about the building.

It is a well-known fact that negroes are generally employed as school janitors in the southern states and often in the eastern and north-central states. Where observations have been made of janitor work performed by intelligent negroes, the results do not seem to be inferior to those effected by white janitors. They must, of course, be capable of properly managing the complicated apparatus and machinery of the school building in which they serve. It is, however, desirable that all janitors for each particular school

[1] Hoag, E. B. and Terman, L. M. *Health Work in the Schools*, p. 219.

[2] Vander Meer, Cornell. *The Status of the School Janitor of the Rocky Mountain Region.* An unpublished master's thesis of Colorado State Teachers College, Greeley, Colorado, 1926.

[3] Harshfield, H. W. *Janitorial Service in the Cuyahoga County (Ohio) School District.* A mimeographed report by County Superintendent A. G. Yawberg. April, 1926.

building be of one race since this will usually insure a greater degree of harmony and congeniality among the members of the force.

Physical Defects. Too large a proportion of janitors are handicapped by physical defects. Twenty-eight of 149 janitors of city and village schools of the Rocky Mountain region had one or more physical defects. Eye and ear defects predominated. It is all too evident, from the foregoing, that in some sections of the country, at least, boards of education still pursue the policy of employing men for janitor service who are physically incapable of doing effective work.

Place of Birth. Of 212 janitors of the Rocky Mountain region, from whom data were secured, 21 were native of this region; 113, of central states; 51, of other parts of the United States; and 27 were foreign born. Nine of the foreign born were born in England. One may conclude that the proportion of foreign born janitors is much greater in the eastern states. Principals sometimes object to "foreigners" on the ground that they do not exercise a good influence in the school. However, the writers believe that if they are intelligent, have learned American customs, and can speak the English language, they are as desirable for this work as janitors who are native born. They are often more willing to work, more reliable and thorough in their work, and, while at first not always capable of managing the complicated machinery of the school building, they often make excellent assistants who are willing to learn.

Janitors Usually Married Men

Family. Eighty-five per cent of the janitors of the Rocky Mountain region were married. This is as it should be, for married janitors are more likely to be dependable and to have a better influence upon children than are single janitors. Janitors, married and single, in all types of school systems, had, on the average, 2.46 persons dependent upon them for support. As is so often the case in other occupations, it was the poorest paid group of janitors whose members were supporting the largest families. The average number of dependents for janitors in one- and two-janitor schools, whose salaries were lowest, was 3.0. The average number of dependents for janitors in Denver, Colorado, where salaries were highest, was 2.15.

Intelligence. The Army Alpha Tests, Forms 5 and 8, were given to 43 janitor-engineers in attendance at the summer schools for janitor-engineers held at Colorado State Teachers College during 1925 and 1926.[4] The following were the results according to army classification:

Class	*Limit of Scores*	*Number*
A	212–135	1
B	134–105	6
C+	104–75	6
C	74–45	17
C–	44–25	9
D	24–15	3
D—	14–0	1

A comparison of the median score made by the janitor-engineers and the median score for various groups of the United States Army draft,[5] follows:

Median score, 43 janitors	67.0
Median score, Total draft	46.7
Median score, Skilled laborers	56.7
Median score, Semi-skilled laborers	49.3
Median score, Unskilled laborers	41.7

It will be observed that the median score of school janitor-engineers, 67.0, was 10.3 points higher than the median score for skilled laborers, as determined by the results of tests given to men entering the army in the draft. The group of skilled laborers having a median score nearest to that made by janitor-engineers was that for plumbers, which was 66.2. The score of 67.0, as the median for school janitor-engineers, places them in the upper levels of Class "C" of the Army draft. Such data indicate a degree of general intelligence which augers well for the possibility of training the men now holding the more important janitorial-engineering positions in school buildings.

[4]Dr. J. D. Heilman, Head of the Psychology Department of Colorado State Teachers College, gave and scored the tests.

[5]From *Memoirs*: National Academy of Science. R. M. Yerkes, Editor. Volume 15, 1921, p. 824.



STEPHEN A. PARK
President, Board of Education,
Milwaukee, Wis.

The newly elected president of the Milwaukee board of education, Stephen A. Park, has been a member of that body for the past four years. He served one year on the finance committee, two years as chairman on rules and complaints, and during the entire four years served on the appointments and instruction committee.

Mr. Park was granted an A.B. degree by the University of Kansas in 1911 and an M.A. degree by the University of Wisconsin in 1914. He served as a high-school teacher and principal for two years, and as a university assistant and instructor for four years. For several years he has been engaged in business activities. Thus Mr. Park comes well equipped for the high task which he has assumed.

Educational Status

General and Special Education. The general education of 186 janitor-engineers of the Rocky Mountain region ranged from "inability to read and write" and "did not complete the first grade" to "college graduate." The median grade completed by janitors in the city of Denver, as well as by the janitors in the small villages, was the eighth. Seventy-five per cent of the men had passed the seventh grade. Only 5 of the 186 janitors had completed 2 or more years of college work. Of 90 janitors, engineers, and assistants of eastern states, for whom data were secured by the writers, the range in general education was from no years in school to 2 years of college work. The median was completion of the seventh grade in school, though there were more in the group who had completed the eighth grade than in any other group. In Cuyahoga county, Ohio, Harshfield found that all but 2 of 37 janitors had completed the eighth grade and 9 had attended high school.

The following are the books and magazines relating to janitorial-engineering service, mentioned most frequently, that were read by janitors of the 5 states of the Rocky Mountain region.[6]

Reeves, C. E. An Analysis of Janitor Service in Elementary Schools. SCHOOL BOARD JOURNAL.
Popular Mechanics
Power
Hawkins, Electrical Guide
Smith, K. G. A Short Course for Janitor-Engineers.

A few years ago, when making an analysis of janitors' duties in several of the eastern states, one of the writers found copies of Smith's "A Short Course for Janitor-Engineers," and numbers of technical books on heating and ventilating in the janitors' quarters of nearly all school buildings in which studies were made. Many of the janitors had studied the contents of the books rather thoroughly and frequently referred to them in connection with various phases of their work. Contrary to general opinion, the better type of janitor-engineers are not only willing, but anxious to improve their general education and increase their technical knowledge. It is surprising, until the background of their experience and the exigencies of their work for specialized knowledge and skill are taken into account, how much technical material janitor-engineers will read and understand, and will be able to apply in their work if given the opportunity. This constitutes a sound basis upon which such schemes for the training of janitor-engineers, as are now being organized and are already in operation, can be developed.

[6]Since the date this study was completed, a new book, dealing with the various phases of janitorial-engineering service, has appeared. Reeves, C. E. and Ganders, H. S. *School Building Management; The Operation and Care of School Plants.* Published by The Bureau of Publications, Teachers College, Columbia University, New York, 1928. 395 p.

Experience of Janitors

Experience. Experience, up to a certain amount, is a valuable asset to a school janitor-engineer. Regardless of intelligence, general education, and special training for their work, the work of school janitors will improve, to some extent, for a number of years. The improvement in efficiency of results accomplished, methods and devices of saving time and energy, and knowledge of what to do, shows greatest growth during the first years of service. It is often stated that teachers improve in their work, with experience, for from seven to ten years. This is probably likewise true of janitor-engineers, the length of time of improvement varying with different janitor-engineers, since some will learn much more rapidly than others, and since some will learn a great deal more about their work than will others. This efficiency which comes with experience should be recognized and rewarded in the salary schedules for janitor-engineers.

Data regarding the length of service of school janitor-engineers for various sections of the country, are shown in Table I.

TABLE I
Number of Years of Experience of School Janitor-Engineers

Years of Experience	*In Eastern States, 1926*[1] *Number*	*In Rocky Mountain States, Except Denver, Colo., 1926*[2] *Number*	*In Denver, Colo., 1926*[3] *Number*	*Total*
0 – 0.9	37	34	6	77
1 – 1.9	24	16	8	48
2 – 2.9	20	30	10	60
3 – 3.9	13	21	6	40
4 – 4.9	26	19	5	50
5 – 5.9	39	16	5	60
10 – 14.9	31	23	6	60
15 – 19.9	15	23	6	44
20 – 24.9	8	14	3	25
25 – 29.9	3	7	5	15
30 – 34.9	1	3	1	5
35 – 39.9	1	0	0	1
Total	218	206	61	485

Eastern States .....Median, 4.6 yrs.; Average, 7.1 yrs.
Rocky Mountain States .....Median, 4.1 yrs.; Average, 8.2 yrs.
Denver, Colo. .....Median, 4.1 yrs.; Average, 8.8 yrs.
Combined groups .....Median, 4.4 yrs.; Average, 7.8 yrs.

[1]Data collected by C. E. Reeves.
[2]Data collected by Cornell Vander Meer.
[3]Data collected by H. S. Ganders.

The length of previous service varies from no years to thirty-six years. The median length of service for the group of 485 janitors is 4.4 years, while the average length of service is 7.8 years. If these central tendencies represented the real length of service of most school janitor-engineers, conditions, so far as experience is concerned, would be excellent. However, as will be observed, they do not represent conditions as they exist. There is a tendency for the employment of many janitor-engineers of little or no experience. There are also a number of janitor-engineers employed, who must have ceased to profit from experience some years ago. Of the total group of 485 janitor-engineers, 125 have had less than 2 years' experience, while 90 have had from 15 to 35 years' experience. This leaves but 270 janitor-engineers, or a little more than half of the total number, who have had from 2 to 15 years of experience.

(Concluded on Page 116)

Some Financial Fallacies

Philip Lovejoy, Assistant Superintendent, Hamtramck Public Schools

SCHOOL TAX LEVY FIXED AT $23.20

Rate is 60 cents higher than current charge.

The Blank City School Board has increased the tax-rate, etc.

Several times each year statements appear in the public press calling attention to school tax rates in given localities. Ofttimes rates for neighboring towns are given with a view to showing that the rate in the city where the newspaper happens to be located, is either much higher or much lower than that of the neighbors. Odious comparisons are made purely on the basis of the raw money cost. By raw cost I mean the mere expense in dollars and cents without the refinement of analysis as to the real purchasing power of those dollars.

Surely locally the fact that the tax rate is so much is of value. It is a fact. Each one must pay his taxes either through rent or directly. He must know what the rate is to be. That will be the basis of figuring the amount of the check which he will write or for which he will be responsible at the date of final payment. But the taxpayer has not been informed as to what he is getting for those dollars.

Very often he will see tables of comparative statistics which read as follows:

TABLE A. Comparative Statistics 1928–1929

City	*Valuation*	*School Tax Rate*	*City Tax Rate*	*Cost City Gov. per Sq. Mile*	*School Census*
C	$ 58,800,000	$15.00	$12.50	$113,077	5,547
D	17,497,290	25.00	19.50	39,193	5,577
E	216,000,000	6.57	8.03	216,000	7,705
F	134,539,700	11.40	10.40	482,365	11,638
G	21,770,275	11.84	10.50	38,097	3,936
H	78,382,481	19.32	17.02	58,193	11,460
I	36,095,365	14.50	13.50	54,135	5,595
J	47,467,844	11.64	12.50	110,150	8,529
K	120,148,426	9.50	12.62	725,487	20,519

These are absolutely of value insofar as they are correctly understood. But unless these tables are properly interpreted, they become worse than useless to the members of the school board and to the superintendent in a town when straight money costs are the criteria by which the local schools are appraised.

Take for instance the table just quoted: The tax rate of Town E is listed at $6.57, while that for Town K is listed at $9.50. If the board members in Town K have not been correctly informed as to how to interpret such figures, they will be likely to suggest that their superintendent is a rather extravagant manager. Why isn't it possible for their rate to be lowered to $6.57, or at least to $7.00 or $7.50? Let us analyze this one statement.

The tax rate in Town E is $6.50. There are 7,705 children on the census roll. That means that the rate for schools is $1.00 for every 1,185 students. The tax rate in Town K is $9.50. There are 20,519 children on the census roll. That means that the rate for schools is $1.00 for every 2,170 students.

It would seem that the Town K can care for nearly twice as many children for $1.00 as can Town E. But let us analyze further.

The valuation in town E is $216,000,000. Therefore, the amount of money raised at a rate of $6.57 is $1,419,120. This amount of money cares for 7,705 children, or at a cost of $183 per child on the school census roll.

The valuation of Town K is $120,148,426. Therefore, the amount of money raised at a rate of $9.50 is $1,114,100. This amount of money cares for 20,519 children or at a cost of $54.00 per child on the school census list.

But even here we are not correct in making any final assumptions. The next question to ask is: How many children out of each group attend the public shools and how many attend the non-public schools? We have not the figures for the two towns in question, so let us take two other towns for which we have complete figures.

Town F has a valuation of $134,539,700. Its school tax rate is $11.40, and there are 11,623 children on the school census rolls. The valuation of this city was recently decreased nearly eighty million dollars. It is in a hard way.

Town K has a valuation of $120,148,426. Its school tax rate is but $9.50, and there are 20,519 children on the census, lower property valuations, a lower school-tax rate, and twice as many children as Town F. Why should Town K feel badly? Let us get at the real figures in this case.

Some Further Factors in Financial Variables

Basis of Comparison	*Town F*	*Town K*
Orientation		
Area	2.88 sq. mi.	2.09 sq. mi.
Census	11,638	20,519
Valuation	$134,539,700	$120,148,426
School tax	$11.40	$9.50
Pupils in public school	9,391	11,078
Millions of dollars in back of each sq. mile area	46,715,173	57,487,237

Let us consider variables under instruction:

Point No. 11[1]

Policy of board as to salaries: Town F has different maximum for elementary teachers than it does for secondary teachers. Also has heads of department who receive a differential salary.

Town K has a single salary schedule on a "preparation-merit" development basis.

Since the maximum in Town F for elementary teachers with a degree is but $2,400, and in Town K it is $2,800, and since the maximum in the high school is the same in each community, and since Town F has heads of departments with a maximum of $3,400 and also since the average salaries being paid in Town F today are more than those in Town K, it shows that the Town F teachers are nearer their maximums and hence longer in service.

Point No. 12

Number of teachers per thousand pupils on the school census in public schools:

Elementary	F — 20	K — 15
Secondary	F — 13	K — 11

Number of pupils per teachers:

Elementary	F — 31	K — 45
Secondary	F — 23	K — 31

Point No. 13

Average salaries were obtained on this report rather than medians. In Town F average the salary in the elementary school is $2,051, while in Town K it is but $1,892.

	Average Salary	
Special Teachers	F — $2,047	K — $1,990
Secondary	F — $2,547	K — $2,080

Point No. 14

Substitute service: Town F allows 20 days, and the appropriation is $11,000. Town K allows 10 days; appropriation is $16,280.

Let us consider further the "coordinate activities":

Town F lists attendance employees under "general control," and other charges made to this account by Town K are listed in Town F under "auxiliary agencies."

Point 1. Nurse Service: Each city has 8 nurses.

Salaries:

F—$15,192. Town F adds a physiotherapist at $1,600.

K—$14,140. This is included in nurse service.

Town F has a nurse clerical service at $1,200.

Town K has none, but uses an elementary clerk on part time.

Point 2. Town F allows but $200 for medical service.

Town K allows $1,800.

Point 3. Town F allows $1,470 for dental service.

Town K allows $1,250 for dental work.

Point 4. Town F allows $9,000 for attendance.

Town K allows $9,500 for this service.

Town F must serve 9,391 in public-school and 956 in non-public-school children.

Town K must serve 11,078 children in public schools, 6,000 in non-public schools.

[1]Refers to list of variables at the end of this article.

AUXILIARY AGENCIES

1. Library Policy:

In Town F libraries are more purely for instruction within the schools.

In Town K the library acts as a coordinating public library with the public library in the local Community House.

In town F, the salaries of librarians total $6,700 more than in town K, but in town K the elementary librarians are charged as instruction.

In town F, $5,000 is appropriated for books. In town K, the appropriation is $8,000.

In town F library supplies average $1,350. In town K they were $2,722.

2. Variables in Transportation:

In town F $2,500 was appropriated for this service. In town K there was but $1,850 in the budget.

The service of transportation in town F is extended to special children in centralized schools, by bus.

In town K the crippled children are taken to an orthopedic center and several are taken to special schools in a nearby city.

3. Public Lunches:

In town F $5,200 is appropriated for this service, while in town K the budget allowed $5,900.

In town F children are fed at cost except indigents. In town K 85 open-window and 65 orthopedics are given fine lunches.

4. Tuition to Other Corporations:

Town K pays tuition to sight-saving classes and the school for the deaf in a nearby city.

Town F pays tuition to schools for deaf and blind in a nearby city. The cost is not listed under "auxiliary agencies."

5. Recreation:

Recreation receives a grant of $15,192 in Town F, while in Town K it receives $14,140. Town F schools pay one half of recreation costs.

CAPITAL OUTLAY

1. Rapidity of Growth:

Town K had the most rapid growth of any city in the United States in the last census decade. Town K grew from 3,559 to 48,615 in the decade. Town F grew from 4,120 to 46,499.

The growth in the early part of the present decade has been fairly rapid but it has slowed down now and apparently each city is near the top plateau of the S. curve.

2. Neither city has any possibility of expanding for each is completely surrounded by a metropolitan city.

3. Type of Building:

Modern fireproof. No more anticipated in town F. Town K will erect one new building of latest type and design.

DEBT SERVICE

Each city is assuming its educational debt service from school funds.

In Detroit the city government assumes all debt service within the city.

The bonded indebtedness of Town F is $4,945,000 and it has $1,225,356 in the "sinking fund."

That of Town K is $2,913,000 and there is a sinking fund of $229,467.

Town K is on a pay-as-you-go basis. Town F is not on a pay-as-you-go basis.

FIXED CHARGES

Town K pays $200 a month for rent of portables. Town F pays no rent.

Town K has allowed $3,000 for insurance this year while Town F has allowed $8,000.

In comparison it should be stated that the year previous Town K allowed $10,000, while the subsequent year will call for less than $2,500.

Town K has allotted $728 for compensation, while Town F has $1,000 in the budget.

GENERAL CONTROL

1. The salaries of the superintendents differ by $500. Further comparison between two such capable men would be unnecessary.

2. Town F is a unit organization and Town K is a unit-functional organization.

3. The important variable here is what is charged to "general" control.

Town K spends 7.8 cents of the educational dollar on general control while in Town F it is but 4.9. The difference is in what is charged.

For instance, Town F charges the chief engineer to "operation." In Town K this is a "general control" item.

Board salaries are $4,200 greater in Town K.

There are two assistant superintendents in Town K. There is but one in Town F.

Additional supervising instructional work is assumed in Town F by heads of departments.

In Town K attendance employees are charged to "coordinate activities." In Town F they are in "general control."

Town K charges one educational consultant to "general control."

School elections receive $800 more in Town K.

Traveling expense is $1,000 larger in Town K.

Town K has an extensive program of public relations, all of which is charged to "general control."

Town F allots $3,600 to legal services, while Town K allots but $1,000 yearly and never spends it.

The psychological clinic in Town F receives $4,035, while in Town K the amount allowed is but $2,500.

In Town K there is a storekeeper who receives $3,300. The budget of Town F shows no such person.

In Town K the treasurer's bond is charged to "general control" as are the bonds of the accountant.

In Town K all research is charged to "instruction." The real administrative research is covered in Town K by the fee to consultant and the publication of reports. The director of child accounting is responsible for statistical information.

In order to ascertain exactly what other things are charged to "general control" in either school a complete analysis of both budgets would be necessary.

A study of raw cost comparisons of school systems shows the following major variables.

GENERAL

1. Area to be served.
2. Population to be served.
   a) Numbers.
   b) Census of children.
   c) Distribution of children in ages.
   d) Nationality background.
   e) Per cent to be served in public school.
   f) Per cent to be served in non-public school
   g) Index of purchasing power.
   h) Valuation of city.
   i) Per cent of assessment.

GENERAL CONTROL

1. Superintendent.
   a) Training.
   b) Experience.
2. Type of organization.
   a) Unit.
   b) Functional.
   c) Multiple.
3. What is charged to general control?

INSTRUCTION

1. Policy of the Board of Education as to books and supplies.
2. Policy as to class size.
3. Breadth of educational service.
   Health.
   Visiting Nurse.
   Visiting Teacher.
4. Richness of curriculum.
5. Length of school day.
6. Length of school year.
7. Extent of organization.
   Pre-school.
   Kindergarten.
   Elementary.
   High School.
   Others.
8. Achievements in instruction.
   Effectiveness of instruction.
   Variability of objectives.
9. Policy of supervision.
10. The salary schedule.
11. Ratio of teachers to M of census by departments.
12. Median salaries.
13. Substitute service.

COORDINATE ACTIVITIES

1. How much nurse service.
2. How much medical service.
3. How much dental service.
4. How extensive is enforcement of attendance.

AUXILIARY ACTIVITIES

1. What is library policy.
2. Is transportation free?
3. Policy of public lunches.
4. Tuition to other schools.
5. Is recreation supported by the board of education?

OPERATION OF THE SCHOOL PLANT

1. Fuel needed and firing.
2. Method of purchase of fuel.
3. Cost of water.
4. Length of school day, orientation, light ratio, and artificial light.
5. Telephone service.
   Type.
6. Laundry.
7. Recirculation of air.
8. Type of janitors.
   Conditions of choice.
   Wage scale
   Units of work, volume, and area.
9. Age of buildings and cost of operation.
10. Type of sash.
11. Structure of building.

MAINTENANCE OF PLANT

1. Type of building.
2. Solidarity of construction.
3. Age of building.
4. Repairs and painting.
5. Replacement of equipment.
6. Alteration of buildings.

FIXED CHARGES

1. Insurance.
2. Rent.
3. Compensation.

CAPITAL OUTLAY

1. Rapidity of growth of city.
   Stage in the S curve.
2. Extension of limits.
3. Policy of the board as to type of building.
4. Policy as to size of sites.

DEBT SERVICE

1. Does the city assume on municipal bonds.
2. Serial or long term bonds.
3. Pay-as-you-go.

This report has endeavored to set forth trends in variations.

HAS THE AMERICAN BOARD OF EDUCATION JUSTIFIED ITS BEING?

The question embodied in the above title seems at first glance senseless and superfluous. No thoughtful American citizen who appreciates the necessity of a system for the training of the youth will question the type of machinery devised to serve the cause of popular education. It has served that great cause with remarkable efficiency and completeness. The board of education has become a fixed institution of immeasurable service and value to the community and the nation as a whole.

And yet there are in this country, even among educators, those who do not miss the opportunity to belittle and decry the board of education as exemplified in the several communities of this country. They hop with unusual readiness upon some incident or occurrence in the school administrative field and unduly enlarge upon any unwise or injudicious action. The mistake of the individual school board is followed by a condemnation of all school boards.

And what do they propose? What is to take the place of the modern board of education? Who is to control the administration of the several school systems? Well, the answer is not clearly defined. But, it amounts to this, that certain professional factors seek control with the idea that the lay citizenship is eventually to be excluded from having a voice in the management of school affairs.

All this seems so preposterous, and so foreign to the spirit of this country, which wisely permits an intelligent citizenship to manifest an immediate and active concern in its system of popular education, that it would seem unnecessary to enter upon any discussion of the subject. But, peculiar viewpoints are supported by extremists and these are found in the educational field, just as there are extremists in every human activity so they may be found in the field of popular education.

These gentlemen have yet to learn that the American people will not relinquish their interest in the most vital factor making for the stability of the nation. The thought that the public is directly concerned in the progress of the schools is not so readily dispelled. This system will continue in the future as it has in the past to support the schools which demand a voice as to the scope and manner in which the schools are to be conducted. It will never relinquish this prerogative which has been sacred since the inception of the scheme of government which prevails in this country.

The modern board of education primarily is an expression of the spirit of democracy and self-determination which permits every citizen to have a voice in choosing the men and women who shall govern the schools. The board of education, as an institution, conforms to the American idea which seeks to anchor the citizen to his government and to the agencies that make for that government.

Thus, the modern board of education becomes a reflex of the educational and cultural aspirations of the community in the preparation and training of the youth for the duties of citizenship.

TEACHERS' SICK-LEAVE PLAN AT KANSAS CITY, MO.

The school board of Kansas City, Mo., has amended its rules governing sick leaves for teachers. The new plan, which went into effect on September 1, provides for cumulative benefits for each employee in the service.

Under the plan, the total days' absence for which full pay will be allowed in any one school year will not exceed five for ten-month school employees, six for eleven-month school employees, and seven for twelve-month employees. In these days will be included all days of absence for which pay will be allowed, including absence caused by personal sickness, death of relatives, and members of one's family, by quarantine, and court service, provided, that the days of absence for which pay is allowed are cumulative.

The plan provides that, when any employee has used his allotted number of days for any one year, he will be allowed five additional days on half pay for a ten-month employee, six for eleven-month employee, and seven for twelve-month employee, before he will be allowed to draw on his accumulated days. Such additional days on half pay are not cumulative.

Each employee will have placed to his credit the number of days allowed in his line of work for each year of service, less all days of absence for which full pay has been allowed, provided that the actual ultimate number of accumulated days does not exceed one hundred.

It is provided that the days thus accumulated will be used only to pay for absence caused by personal sickness and then only on presentation of a physician's certificate attesting to the illness of the claimant.

The cumulative benefits will be applied to each employee in service, by crediting to each employee the number of days allowed in the special line of work for each year of service prior to September 1, 1929, less the total number of days for each year for which full pay is allowed. The total accumulated days allowed on account of service prior to September, 1929 must not exceed fifty.

Educational Specifications for School Buildings

School Business Administration — Article IV

George F. Womrath, Minneapolis

This is the fourth of an important series of articles on the business administration of city and town school systems. The author has been for many years associate superintendent in charge of business affairs of the Minneapolis board of education, and has been frequently called upon to lecture on the principles of business administration as applied to school systems.

EDUCATIONAL SPECIFICATIONS

What steps should be taken before the architect is given instructions to draw the preliminary or sketch plans for a new school building?

It should not be assumed that the architect knows the educational side of schoolhouse planning as well as the expert superintendent of schools should know it. Hence the superintendent should be the one to summarize in an educational specification the educational requirements which a new school building should embody. Conversely, it should not be presumed that the superintendent of schools knows as much about the scientific designing and planning of a schoolhouse and the preparation of building specifications and the physical construction of school building as does the expert school architect.

There is, however, a very marked distinction between the responsibilities of the two experts. The superintendent is wholly responsible for the educational specifications, whereas the architect is not wholly responsible for the building design, plans, and specifications, for the reason that space allocation and room areas involve both educational and structural considerations. As the educational specifications are of the first importance, the superintendent is the one who should decide whether the educational shall be given preference over structural features wherever a question arises involving both. He thus shares with the architect the responsibility for the building design.

To aid in the preparation of the educational specifications a score card[1] should be used, as it saves a vast amount of time by bringing to mind many items which otherwise might be overlooked, and helps to avoid mistakes and omissions in the finished building.

One of the most important responsibilities that ever confronts a superintendent of schools in connection with the building of a new schoolhouse is the laying out of the room schedule and the equipment. Here he must show his individuality and initiative. Here he shows his qualifications as a leader. Here he has the opportunity to show whether he has originality and a clear vision of modern educational trends; whether he is the driving power or just a cog in the wheel. Here he has the chance to prove whether he has any new ideas involving a radical departure from conventional procedure as generally practiced elsewhere, and whether these new ideas will result in better education for the pupils, cause a saving in the original cost of the building, and economy in its subsequent operation and maintenance.

To illustrate: When the question of manual-training quarters comes up, what should the superintendent do about them? The kind of equipment used determines to a considerable extent the type of training that can be given and the size of the rooms to be allotted to this activity. Will he recommend the use of large power machinery, lathes, planers, mortising machines, and other large equipment just because his neighbors and colleagues have schools equipped with this kind of machinery? Or if he advocates that the department be equipped with benches only, and simple hand tools for a course of training to stress bench and hand-tool work, is he prepared to fortify his position with sound reasons in support of his policy?

When the question of swimming pools comes up, what should be the superintendent's attitude toward them? Will he include a swimming pool in the new school just because his neighbor's school has a pool or, possibly, because some other schools in his own city have swimming pools in them? Or will he have some decided reasons and opinions of his own to support his position for, or against, the inclusion or exclusion of a swimming pool in the new building? And what kind of a study should be made to reach a decision whether the new school really needs a swimming pool or not?

When the question of size of auditorium comes up should the superintendent advocate an auditorium large enough to hold the entire school population at one time simply because such is the general practice throughout the United States? Or should he make a recommendation based upon conclusions reached through having made a personal study of this question?

The architect is the one to solve the problems of structural design and to plan according to the educational specifications which are given him by the superintendent. The superintendent, not the architect, is the one who should work out the building program, formulate the schedule of rooms, determine which form of organization shall be used, whether standard elementary, junior high, senior high, consolidated, or some other form, and specify the equipment, the space to be allotted for each activity, the pupil capacity for each room, and designate the conveniences to be provided for each room such as built-in cupboards, cabinets, and fixtures.

The interior arrangement of the schoolhouse belongs to the superintendent. It is for this reason that it is imperative that he should know his business in order to prevent a violation of the interior of the building by the architect who would attempt to do so to secure an artistic exterior.

The exterior elevations of the schoolhouse belong primarily to the architect; although even in connection with these the superintendent and the school board have the right of final criticism and to make modifications before giving approval. Materials of construction, their cost, strength, durability, and suitability fall fundamentally within the province of the architect; although here again the superintendent should be prepared to make decisions as between different kinds of materials of different cost, but all suitable for the same purpose. These differences in cost should be presented by the architect for the enlightenment of the members of the school board and the superintendent before final approval of the materials is requested.

"The superintendent should lay out a definite program; the architect should meet directly and without waste the individual needs of each school—and bring the percentage of area for instruction to the highest possible level. The problem of obtaining the greatest possible use from each part of the building must be solved. This problem obviously depends upon the superintendent for its solution, being a problem of administration."[2]

"The school superintendent should inject himself most vigorously into a situation of this kind. I find that frequently the mistakes in schoolhouse planning can be blamed directly on the failure of the superintendent to provide the architect in the beginning with a comprehensive program covering its needs. This program should be so complete that the architect, even though he be inexperienced in schoolhouse design, cannot fail to produce a result which is at least satisfactory in its utilitarian features."[3]

In modern school organization, with the superintendent as the head of the entire system, the superintendent becomes entirely and solely responsible for the educational specifications for every new school building. Around these specifications the building itself should be designed and constructed. What, then, shall be the educational specifications for a new schoolhouse?

The following list of questions is suggestive only. It by no means covers the entire range of items which the superintendent should consider. It is primarily intended to impress the superintendent with the wide range of his responsibility in connection with schoolhouse design and planning, and to arouse an appreciation of the importance of his contact with the business side of school administration.

1. What Kind of School Shall Be Built?

It is assumed that the superintendent has had his board adopt an educational policy prior to the time when decision as to the kind of school to be built has arrived. The superintendent should then be the one best qualified to say whether the school shall be:

a) Consolidated School
b) Elementary School, and Grades
c) Junior High School
d) Senior High School
e) Combination Elementary-Junior High School
f) Combination Junior-Senior High School
g) Technical High School
h) Prevocational School
i) Vocational School
j) Or some other kind of school

2. Under What Form of Organization Shall the New School Be Administered?

Shall the new school, when completed, be administered under:

a) Standard school program
b) Platoon system
c) Gary system
d) Work-Study-Play (Detroit) program
e) 6–6 or 6–2–4 or 6–3–3 program
f) Or under some other program

3. For What Capacity Shall the School Be Built?

The capacity of a new school should not be primarily determined by the condition of crowding or number of part-time pupils in any single building or group of buildings in a given school system, to be temporarily relieved by a promiscuous readjustment of boundary lines.

The only scientific and intelligent way to determine the capacity for which a new school should be built is to make a scientific survey of the entire school district. This survey should cover:

a) *Adoption by the board of an educational policy.* Before the superintendent can proceed to intelligently prepare the educational specifications for a new school building, he should have a definite educational policy to guide him. A community cannot fluctuate from one policy to another without sooner or later finding itself embarrassed with a lot of wrongly located sites and

[1] Report of the Committee on Schoolhouse Planning of the National Education Association, Washington, D. C.
Checking Schedule for Projected School Buildings, by James O. Betelle, Newark, N. J.
Bulletin No. 70, 1924, Suggestions on Schoolhouse Planning, Department of Public Instruction, Indianapolis, Ind.
Bulletin No. 52, School Buildings, Equipment and Grounds, State Department of Public Instruction, Lansing, Mich.

[2] Frank Irving Cooper, in School Board Journal, June, 1918.

[3] C. L. Wooldridge, Superintendent of Buildings, Pittsburgh, Pa.

buildings; with buildings that do not conform to the kind of instruction to be given; and with equipment that is not adaptable to the curricula nor to the grades of pupils housed in the buildings. The board should adopt, therefore, a definite educational policy and commit itself thereto, whether it be the 8–4 plan, the 6–6 plan, the 6–3–3 plan, or some other plan.

b) Adoption of a standard size of building. Mr. W. F. Webster, formerly superintendent of schools, Minneapolis, Minn., in his annual report of 1924, recommends the following standard maximum capacities for school buildings:

Type of School	*Desirable*	*Maximum*
For school with kindergarten and first six grades	720 pupils	960 pupils
For junior high schools	1,000 pupils	1,200 pupils
For senior high schools	1,500 pupils	1,800 pupils

Mr. J. W. McClinton, director of the Better Schools League, Inc., Chicago, Ill., writes that "one prominent educator has decreed that elementary schools are neither educationally nor economically efficient with *fewer* than 850 pupils, a junior or senior high school with less than 1,000 pupils."

The desirable sizes of school buildings as set up by F. Engelhardt-Hegel Womrath in their study, "Selecting Sites for School Buildings" are:

Elementary school, kindergarten to 6th grade inclusive	16 to 25 class rooms
Junior high schools	1,200 to 1,500 pupils
Senior high schools	1,500 to 1,800 pupils

Should any standard maximum capacity be set up and, if so, why? Some of the questions involved in a study of this question, are:

Is the desirable personal contact of students with the principal lacking in a large school?

At what point in size of building does the principal's contact with teachers become administrative rather than supervisory?

Is the necessary personal observation of students by the principal lacking in a large school?

Is there a lower standard of morals and more immorality in a large school than in a small school?

At what point in size of building does the principal's contact with pupils become too remote for effective moral control?

Are there more failures and more repeaters in a large school than in a small school?

Is the academic standard lower in a large school than in a small school?

At what point in size of building do school procedures become mechanized and the finer aims of education lost?

c) Adoption of standard walking distances for pupils. Walking distances for pupils play an important part in determining the capacity of a school when free transportation is not provided.

What distances shall be the standard? The following schedule is suggestive only:

Kind of School	*N. E. A. Report*	*Strayer-Engelhardt and Spaulding*
Elementary schools (kindergarten and first six grades)	½ mile to ¾ mile	¾ mile to 1 mile
Junior high schools (7th, 8th and 9th grades)	1¼ miles to 1½ miles	1 mile to 1½ miles
Senior high schools (10th, 11th and 12th grades)	1½ miles to 2 miles	1½ miles to 2 miles

Exceptions to the rule, as in the case of chart A, occasionally occur, which is an isolated district with a small school population and with walking distances to a central school in excess of desirable maximum distance, but unavoidable on account of city configuration and natural and artificial barriers:

d) School population statistics and indices, present and future. Population statistics and indices should be carefully compiled and studied. Trends in residential, nationality, business, industrial and public welfare (parks, churches, cemeteries, tax exempt property, etc.) movements for ten or twenty years hence should be considered and charts prepared. Valuable information can usually be secured from local telephone, gas, electric light, and other public-service corporations, which for years have specialized on prognostications of this character. Detailed procedure were published in the article on the Selection of Sites.



MR. McCORKLE GOES TO MORGANTOWN, W. VA.

Mr. Charles E. McCorkle, who was recently elected superintendent of schools at Morgantown, W. Va., is a native of Ohio and received his education in the schools of that state. He holds degrees given by Ohio, Clark, and Harvard Universities, and is a graduate of the Cleveland Law School. Mr. McCorkle has had fifteen years' experience as superintendent of schools, the last ten years of which have been spent at Kenmore. Previous to that he had completed three years of service at Ironton.

Mr. McCorkle is a life member of the National Education Association and is a member of the summer school faculty of Wooster College at Wooster, Ohio.

It is questionable if predictions covering a greater future period than twenty years is of any value to the majority of school districts. Population movements seldom take place in exact ratio to present or past performances. Just because the increase in population of a given school district has *averaged*, say 10,000 a year for the past five or ten years, it does not follow that a graph projected on this basis for the next fifty years will show the true population fifty years hence.

e) Kind of school needed. See Item 1.

f) Location of site. The location of the school site is an extremely important phase of the problem as it involves a large inflexible municipal investment. The building of a costly school building on an expensive site in a district which in a few years may lose its school population and leave the municipality with a vacant non-tax producing investment on its hands, reflects anything but credit upon the school board and superintendent of schools responsible for such a situation.

Consider the various methods for locating school sites:

1. The circle
2. The square
3. Population indices
4. Airgraphs
5. Other known methods

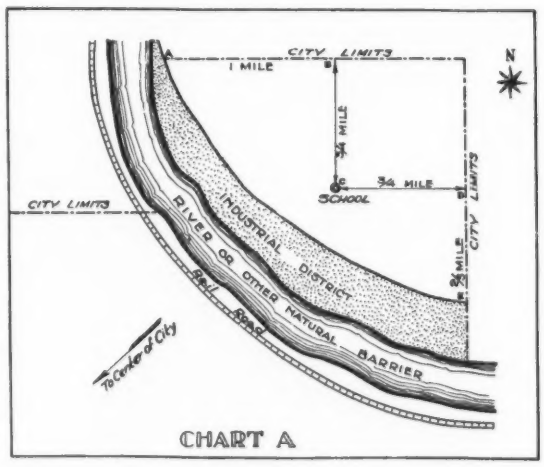


CHART A

Special bibliography: Selecting Sites for School Buildings, by Engelhardt-Hegel-Womrath, 1928, University of Minnesota Press, Minneapolis, Minn.

An Improvement in School Survey Maps, by T. V. Goodrich, and M. C. Lefler, in the *School Board Journal*, March, 1927.

4. Shall Provision Be Made at Once for an Anticipated Growth in School Population Within the Next Few Years? If So, to What Extent?

The method used for locating new school sites should yield much valuable information and data of great help in prognosticating the immediate and future rate of growth of any given school.

In anticipating future growth, what is a reasonable number of years to look ahead and provide room facilities in advance to accommodate expected growth?

If the present school population requires four rooms and the anticipated growth is, say, two rooms per year, which would be the wiser policy:

a) To build a ten-room building at once, and thereby operate for a few years with some empty rooms, and also run the chance of miscarriage of the expected growth, which would leave the board with an empty building on its hands? or

b) Build two rooms each year at an added proportional expense and be continually in a state of confusion on account of building operations going on? or

c) Use portables?

There seems to be a violent dread of building new schools or a new addition to an old school and having to operate it for a few years with vacant rooms. Why? Many superintendents dislike to admit they are operating any school, old or new, with vacant rooms. Why? In an established district the wise procedure would be to build a permanent six-room building. As more rooms are needed, use portables. When there are four or six portables in use and additional rooms are needed, then build a six- or eight-room addition to the original six-room permanent building.

The superintendent is not responsible for increase in school population, although he is responsible for data bearing upon the trends of population. To illustrate: The superintendent of a school system embracing a mining or rapidly growing heavy industrial district should not advocate the construction of a costly, permanent, large schoolhouse in a locality which is densely but only temporarily populated on account of mining or other operations which are of a temporary duration, or industrial developments which are rapidly absorbing residential area. When the mining ceases, the population moves to new mining centers, and the expanding industrial operations crowd out the resident population. Under such circumstances, a costly permanent schoolhouse in either district would be a total loss.

THAT FOUNTAIN OF LIFE

Youth is not a time of life—it is a state of mind. . . . It is a temper of the will, a quality of the imagination, a vigor of the emotions. It is a freshness of the deep springs of life. Youth means a predominance of courage over timidity, of the appetite of adventure over love of ease. This often exists in a man of fifty more than in a boy of twenty. Nobody grows old by merely living a number of years. People grow old by deserting their ideals. . . .

"Whether seventy or sixteen, there is in every being's heart the love of wonder, the amazement at the stars and the starlike things and thoughts, the undaunted challenge of events, the unfailing childlike appetite for what next, and the joy in the game of life. You are as young as your faith, as old as your doubt; as young as your self-reliance, as old as your fear; as young as your hope, as old as your despair. In the central place of your heart there is a wireless station. So long as it receives messages of beauty, hope, cheer, grandeur, courage, and power from the earth, from men, and from the Infinite, so long are you young."—Author Unknown.

A Comprehensive Visual-Education Program for a City of 300,000

E. R. Enlow, Atlanta, Ga.

The purpose of this article is to give in concise form the writer's ideas as to equippage for a complete visual program in a typical city of 300,000 population. The proposed organization is that which would be required after the visual education department had been consistently functioning with adequate support for an initial period of five years, sufficient time for normal, healthy growth.

In order to make the discussion as practical as possible, the whole school layout is assumed as follows:

Population of city — 300,000
School enrollment — 50,000
40 elementary schools with 40,000 pupils
10 junior and senior high schools with 10,000 pupils.

There are certain items of visual equipment that should be in every school; others which may be circulated by the department. The economy afforded by the maintenance of a central "library" of visual aids is one of the reasons for the establishment of a separate department of visual education.

Certain items essential to the use of visual equipment in the schools should not be charged specifically to a visual instruction program, since they are taken for granted in a modern school building. Some of the most important of these are:

TABLE I — Building Requirements

Electric service outlet in each classroom, usually at rear of room.

Means of darkening classrooms and auditorium.

Projection booth in auditorium with complete electrical installation.

A reasonable sum for equipping each school building with projection materials is about $1,500.[1]

The distribution of this amount will vary in different situations for a given type of school, but possible apportionments for the elementary and for the high school buildings, respectively, are found in Tables II and III.

TABLE II — Possible List of Projection Materials for an Elementary School Building

Primary set of slides and stereographs	$ 400
Set of slides for elementary grades	375
Semi-professional motion-picture projector for auditorium	375
Large projection screen for auditorium	50
Small projection screens for classrooms	30
Extra stereopticons	250
Incidentals	20
Total	$1,500

TABLE III — Possible List of Projection Materials for a High School Building

Stereopticons for various departments	$ 500
Glass slides	500
Semi-professional motion-picture projector for auditorium	375
Large projection screen for auditorium	50
Small projection screens for classrooms	50
Incidentals	25
Total	$1,500

At $1,500 per school, the total amount necessary to equip the 50 school buildings of our hypothetical city is $75,000. Of course it has been assumed that this acquisition has been gradual over a five-year period in order to avoid "indigestion" and waste.

Meanwhile about another $75,000 has been required to build up the central department in the course of the same five years. A suggested division of this money is outlined in Table IV.

The slides and films of Table IV are to be retained in the central "library" and circulated among the schools on demand. There is no warrant for any circuit system of arbitrary routing

[1]Maps, globes, charts, models, flat prints, blackboards, microscopes, displayors, etc., are not included because it is customary to provide them whether a city has a special program and special department of visual education or not.

TABLE IV — Possible Allocation of Expenditures at Central Depository (Department)

10,000 Glass slides in small sets, many of them colored	$ 7,500
1,000 Film rolls	2,500
500 Reels educational motion pictures	50,000
Accessories	5,000
Photographic equipment	10,000
Total	$75,000

in a city equipped with its own collection of slides and films available at all times.

The selection and purchase of materials aggregating $150,000 over a period of 5 years, and the proper putting of the materials to work, have engaged the labors of a growing group of people. Table V presents the personnel needs of the department by the time the visual program has been under way for the initial period of about five years and all equipment is available for use.

TABLE V — Personnel of Matured Department

1, 2. Director of visual education and assistant director
(See table 7 for some of their duties)
3. Secretary to care for regular secretarial duties.
4. Booking clerk to book aids requisitioned by teachers, issues delivery tickets, etc.
5, 6. Projectionist and assistant projectionist to inspect and repair all projection equipment, train operators, run films for inspection, etc.
7. Shipping clerk to fill orders and checks on return.
8. Film repairman to inspect and repair all films.
9. Slide custodian to care for all glass and film slides, including cleaning and filing.
10. Photographer—(see summary of activities for some duties).
11. Laboratory assistant to photographer (1 or more).

Salaries of the staff will have amounted to about $100,000 for the "growing" period, approximating $25,000 per year by the fifth year.

Summarizing the total cost of introducing and developing the visual education program over a period of five years, we have the figures of Table VI.

TABLE VI — Summary of Total Expenditures Over a Period of Five Years, and per Pupil per Year Cost

Equipment in the schools	$ 75,000
Equipment in the central depository	75,000
Salaries of staff	100,000
Total	$250,000
Average cost per year	$ 50,000
Average cost per pupil per year	$1

By dividing the total cost of the program, first by the number of years and then by the number of pupils, we determine the per pupil per year cost which is $1. This sum almost dwindles into insignificance when compared with the average total amount expended on each pupil during a year's schooling.

After the period of "maturation" of five years, the annual cost of operation of the department would probably run around $35,000 per year, about $25,000 for salaries and the remainder for new materials, replacements, and photographic supplies. This represents the expenditure of 70 cents per pupil per year for a worthwhile visual program.

The activities of the department of visual education would be along the following general lines:

1. The reviewing and selection of slides and films as well as other visual materials which may come under the jurisdiction of the department.

2. The examination and selection of the different types of projection and other equipment that are to be obtained.

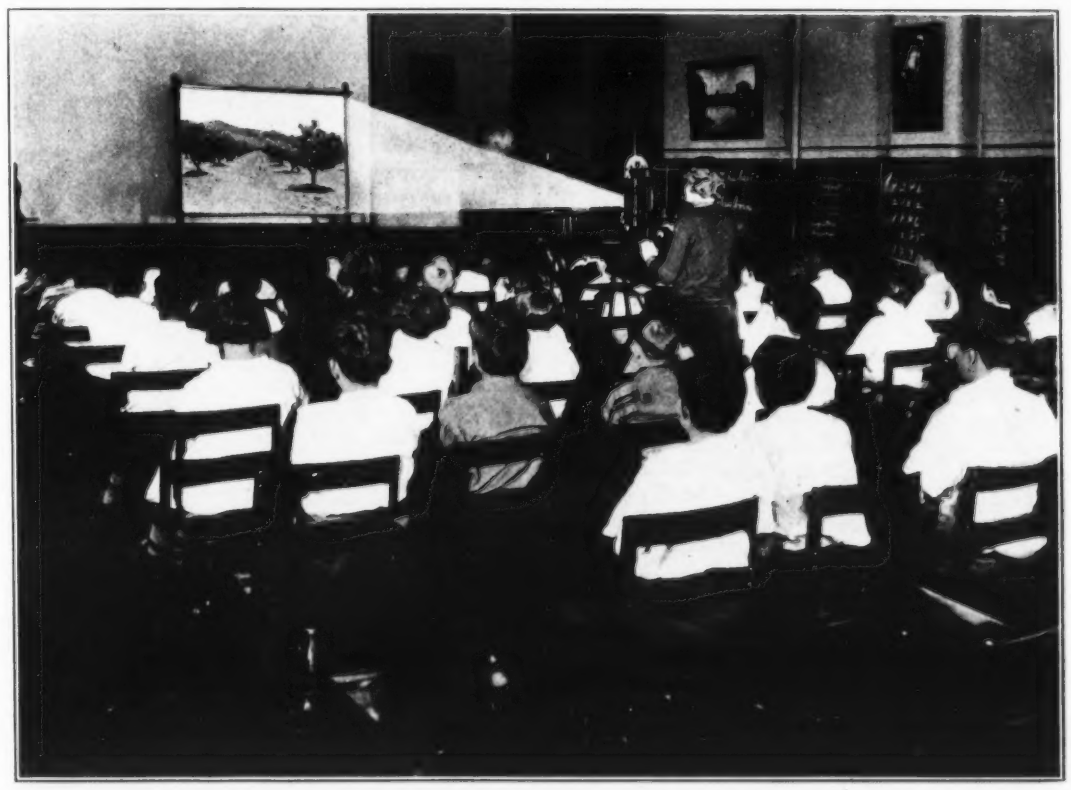
3. The care and distribution of visual materials from the central "library," including the issuance and continuous revision of a catalog of visual aids.

4. Servicing all projection equipment with necessary inspection and overhauling, and training operators.

5. Teacher training through demonstrations in methodology, bulletins, extension courses, etc.

6. Photographic work. The photographic division is a valuable adjunct to the department and to the school system. Photographic records of school activities may be made and put to use; lantern slides may be made when desired; school news reels may be filmed and circulated to stimulate emulation of noteworthy endeavors or to inform patrons; slides and films not on the market may be produced for classroom use. The photographic division is especially valuable in promoting a program of school publicity.

The program tersely outlined in this article may seem elaborate to some, but, since visual aids have been proven so efficacious, why not spread on a good coating of efficacy?



TYPICAL USE OF 16 MM. MOTION PICTURE APPARATUS IN AN UPPER GRADE CLASS

A Survey of State School-Building Codes

Warren S. Holmes, Lansing, Mich.

Despite the fact that the Federal constitution vests educational authority in the states, only 22, or slightly more than a third, exercise legal control over the construction of their school buildings. Thirteen others exert weak gesture in the nature of suggestions originating in the school departments, while an equal number are silent altogether so far as school construction is concerned.

It does not follow, however, that in this latter group no attempt has been made to follow recognized patterns in school planning and construction. Competition among those who profess to be termed school architects has stimulated a careful study of the problem. School administrators generally are familiar with the fundamentals of modern school construction and extend little encouragement to the incapable architect. He is forced sooner or later to attempt other fields of endeavor.

A similar situation prevails in the thirteen states whose departments of instruction are brave enough to offer suggestions in a field of business pursuit in which, according to tradition, no schoolman possessed sufficient knowledge to enter.

Variation in Authority of the States

Among the group of 22 states which have enacted legal processes to secure improved buildings, the variation in span of authority from Utah's detailed code specifying the number of butts on a classroom door, to Michigan's short but effective statute prohibiting a school district from expending a sum in excess of $300 for construction purposes, unless the plans have been approved by the state superintendent of public instruction, is pronounced. Although these 22 codes possess certain outstanding similarities, they are contradictory, and frequently inconsistent with each other and with scientific research of the present day. It is the purpose of this study to point out those interesting characteristics that stand out either as a departure from the group or from established and well authenticated information.

Similarity Among Codes

Almost without exception, whether the code is long or short, old or new, school architects are required to furnish to each pupil 30 cu. ft. of air per minute, 200 cu. ft. of air space, and provide glass area equal to one fifth of the floor space. Idaho requires the glass area to be only one sixth of the floor space and Wisconsin alone varies the regularity of expressing the fresh air requirement by requiring "2 cu. ft. per minute for each square foot of area." Space allowance for pupils is expressed as 12 sq. ft. per pupil (Wis.) or 200 cu. ft., 15 sq. ft. per pupil in Virginia and Texas, or 216 cu. ft. per pupil (Mass.). Since room enrollments vary almost from day to day these slightly different requirements may be regarded as practically uniform.

A notable exception to an otherwise uniform safety requirement that all doors swing outward is Virginia's insistence that classroom doors swing into the room rather than extrude into the corridor, and that they swing outward only when recessed in alcoves. The basis for this exception is the sensible reason, that in case of a fire drill or an actual fire, congestion in hallways is more serious than in classrooms, where pupils are collected in small groups under the control of a leader. This state paves the way in suggesting a more reasonable regulation as to fire escapes, favoring the construction of fireproof stairs and corridors in all schools, and the elimination of all fire escapes.

Classrooms are scheduled on the average 22 by 30 ft. in floor area and 12 ft. high, although 23 by 29 ft. or 23 by 31 ft. are frequently specified.

Differences in State Requirements

The divergence in state codes is the sharpest on matters of detail. From the general aspect the most outstanding difference lies in the authority of administration. Codes in the older section of the country as e. g., in the case of Massachusetts, vest authority in boards of public safety or health, entirely separate from the department of education. The same is true of the Ohio code, although enacted comparatively recently due to the terrific impact occasioned by the horrible loss of life at Collingwood. Codes of relatively recent origin place authority with the state departments of education. In fact, along with the better training of school administration in recent years in the business of handling schools has come most of the constructive action toward the regulation of school buildings. The state of Massachusetts in divorcing this problem from educational control is not only generally typical of eastern states, but it reflects the manner of handling building problems in the communities of the state.

When a Massachusetts town needs a new school building, it is not the school committee which has control, but a special building committee. In the cities the mayor and building department attend to all phases of construction work. Frequently there is little correlation of effort between the building and educational committees, and as a result teacher and pupil requirements in the modern classroom are overlooked.

Sixteen of the 22 states having a legal building code place the approval in the hands of the department of instruction. This is true of practically every western state. Moreover, in the thirteen states of remote control, the suggestions to improve construction have come from the department of education. The definite tendency is to place all phases of educational authority in the control of the department of education.

Basements are permitted in most states but are denied for ordinary classroom use. Due to the fact that basements are not uniformly defined, many pupils are housed in new buildings below grade level. Shops, household-arts rooms and lunchrooms are generally found in the basements of eastern school buildings.

Differences in viewpoints on ventilation have caused wide divergence in the state codes. Massachusetts approves the gravity system, while New Jersey declares it is unreliable. Connecticut favors window ventilation, while Michigan with a majority of states, insists upon a positive mechanical system, with temperature control and humidifying apparatus.

Toilet accommodations vary 100 per cent in state requirements. Pennsylvania requires one urinal for every 15 boys, while her neighbor, New York, reduces school costs by requiring one for each 40 boys. Several states have adopted a graduated scale of sanitary requirements, the ratio decreasing as the enrollment increases.

Eastern states generally require at least two doors to each classroom, and stairwells separated from corridors by fire-resisting doors, but they frequently violate an important element of safety by permitting inflammable corridors. School administrators recognize the fact that, in case of fire or fire drill, congestion takes place at the head of the stair runs. While pupils are in classrooms under the control of a teacher, they have no difficulty in quickly getting out of the door even though there be but one. To dump hundreds of children into unsafe corridors and then to further impede their progress by cluttering up the point of congestion by fire doors is a theory emanating from a fire marshal rather than a practical school administrator. Virginia's code permitting doors to swing inward rather than to extrude into corridors, and its encouragement of fireproof stairs and corridors in the place of fire escapes assures practicality, saneness, and safety.

Little attention is paid by state codes to the furniture or educational provision. New Jersey requires the building plan to show the seating arrangement. Texas requires fixed furniture. For more than 50 pupils, Wisconsin school furniture must be fixed. North Dakota recommends seats fastened to board strips, rather than to floor.

New York requires a supply closet in each classroom; as well as picture moulding. The bulletin board is mentioned in five state codes, while several states unwisely require a uniform amount of blackboard placed at the right and front of pupils. Two states require coatrooms adjoining classrooms, although in lieu of coat rooms they permit steel lockers in corridors.

It is safe to say that all school-building codes are out of date today in many important particulars, and, where rigidly enforced, tend to retard progress in school building which is just opposite the purpose for which they were written.

They have been written for the most part for a school system with fixed seating and for a conventional book system of education now fast receding from our midst in favor of flexible activity programs.

Little was known of work-study-play-plans—of platoon schools, of movable furniture, of learning by doing in school as well as by reading and talking when our school-building codes were enacted, and much less of educative environments and atmosphere of the subject in classrooms.

The physical values of light and air were recognized and provided for, but with entire disregard of the psychic values of beauty and interest.

An interesting illustration of this point is found in the requirements of many state codes, e.g. New York, North Dakota, and Delaware, that there be a so-called dead wall space without windows at the front of the classroom in the window walls, extending from the front wall to a point even with the front row of desks. The origin of this requirement doubtless was due to an effort to protect the eyesight of children, or at least a portion of the children in each room. This in turn compelled a continuous window known as "the banked window" in order to secure the required percentage of light.

This requirement, based on an erroneous theory, is probably more responsible than any other part of the school-building code for America's thousands of factory-type school buildings.

The window and wall spaces in a school building are so conspicuous and constitute such an important element in their design, that improvement in the beauty of school buildings has been practically impossible, except at great additional expense where this requirement has been followed. Regardless of any arguments its sponsors may have set forth in the past, they have no standing today, where beauty and good design inside and outside are recognized as good education and where movable furniture, good window shades, and activity programs are incorporated.

A few states, Indiana, e.g., require that window sills be 4 ft. high. For the most part, however, state codes are either silent on this point, or limit the height from a 36-in. minimum to a 42-in. maximum. As in the case of dead wall space, schoolroom practice has rendered such a requirement largely obsolete. Its inclusion in state codes is a relic of an antiquated theory of education that stressed memory, wholesale learning of dates, rules, and formulae.

(Concluded on Page 118)



PUBLIC SCHOOL, WHITE PIGEON, MICH.
Billingham and Cobb, Architects, Kalamazoo, Mich.

THE SCHOOL AT WHITE PIGEON, MICHIGAN

R. W. Barshney, Superintendent of Schools

The new school building at White Pigeon, Michigan, gives to the community a school plant in keeping with present-day educational standards. It is a one-story building and offers a decided contrast to the old three-story buildings which served the community for more than fifty years.

A careful study of the educational needs of the district was made preliminary to the awarding of the contract for building. Expert advice was given by Mr. C. L. Goodrich of the Michigan State Department of Public Instruction, who checked plans and specifications and gave many helpful suggestions. The architects, Messrs. Billingham and Cobb, of Kalamazoo, Michigan, were employed early, and they made plans and supervised the construction of the structure.

A large site was purchased to allow for expansion and to place the building away from the main highway where crossings are attended with dangers for the children.

The building has a frontage of 214 ft. and is 154 ft. deep. Construction materials are of wood, concrete, and brick. The exterior is red face-brick with white-pine trim. The building is semifireproof and is supplied with adequate apparatus and equipment for fire protection.

The corridor and toilet-room floors are terrazzo. The other floors are of maple. The woodwork is red oak. The walls and ceilings are tinted plaster, except the gymnasium, which has a glazed block dado.

The junior-senior high-school section of the building contains the office which consists of a group of three rooms, a general office and waiting room, the superintendent's office and a supply room. The master clock, which operates the program system and the secondary clocks, is in the general office.

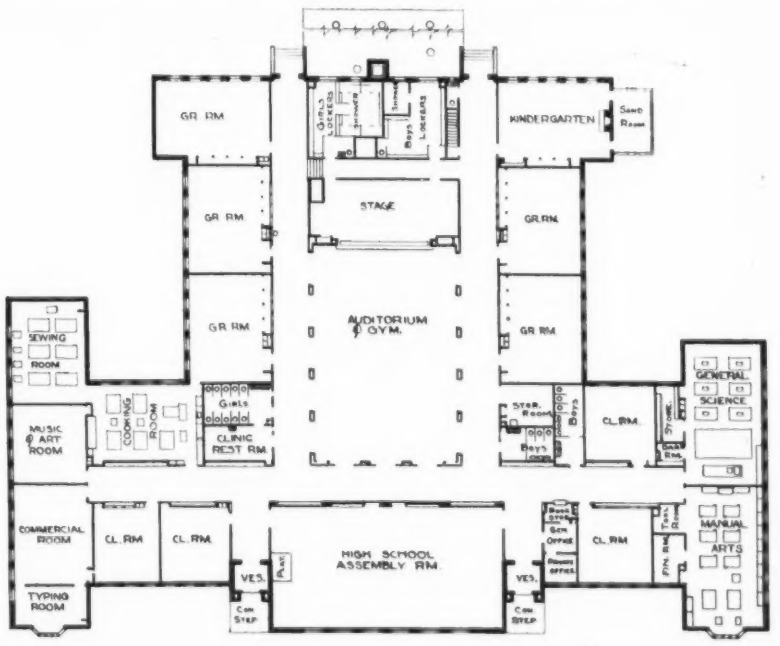
A study hall, designed to accommodate 160 students is located across the corridor from the office. Recessed steel lockers are placed along each side of the well-lighted corridors. There are recessed book shelves along one side of the study hall.

The combination auditorium-gymnasium has a floor space 40 by 60 ft. and a seating capacity of 400. The capacity and usefulness of the room may be increased by disappearing doors which run the full length of the room on both sides and open upwards into the corridors. Complete stage and lighting facilities are provided. There is storage room for chairs under the stage. A fireproof motion-picture booth is a feature of the auditorium. Dressing rooms adjoin the stage. Lockers and shower rooms are provided in conjunction with the gymnasium. The girls' showers are equipped with heavy white curtains.

The home-economics department has a large kitchen fitted with standard tables, electric range and hot plates, refrigerator, sinks, and cabinets and cupboards for supplies and equipment. The sewing room has sewing tables, sewing machines, and instructor's table, and a display case.

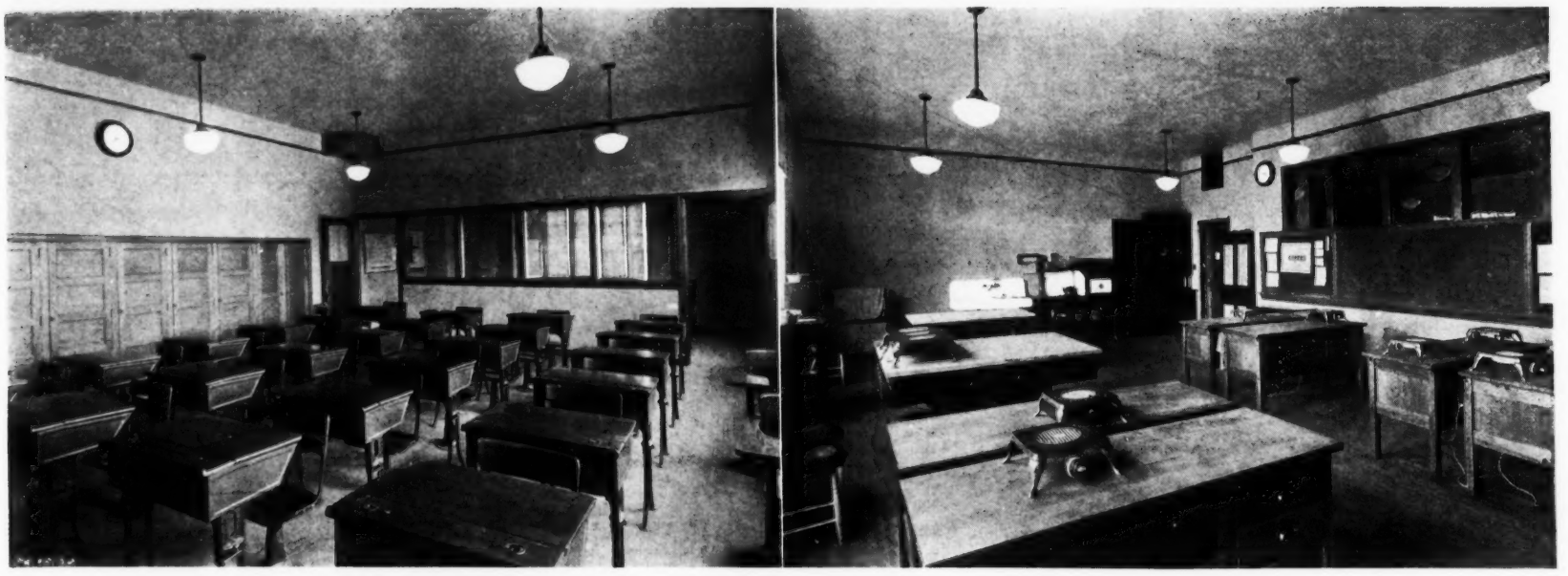


PRIMARY ROOM



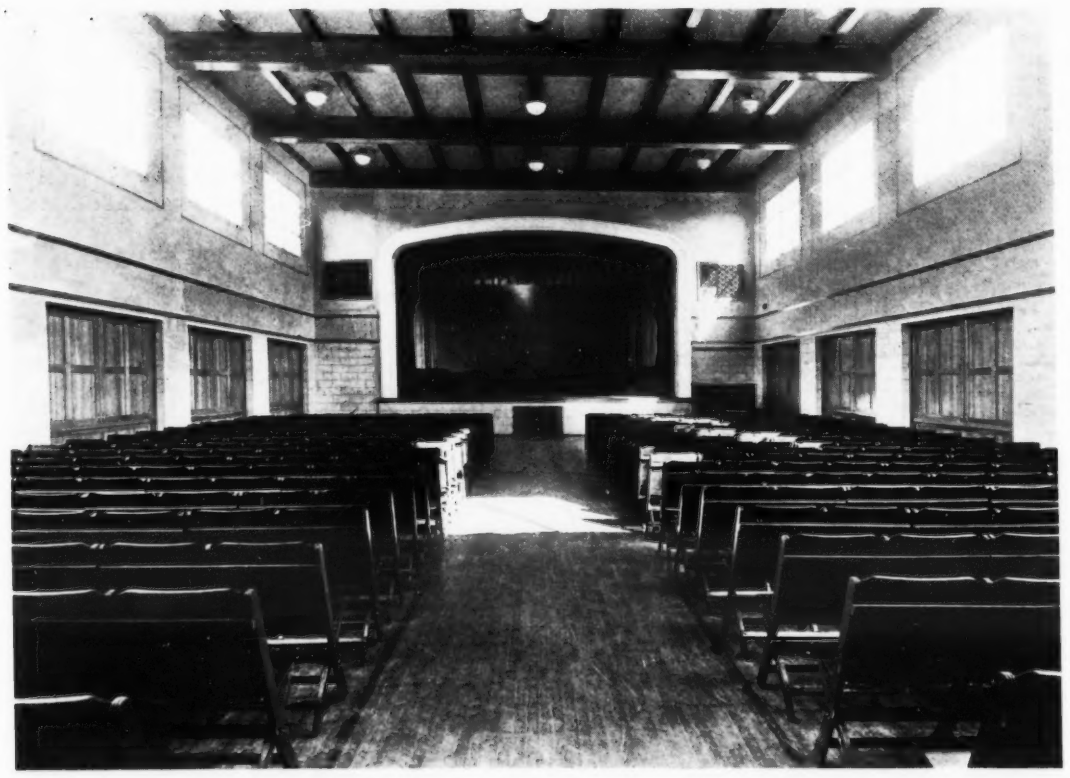
FLOOR PLAN

PUBLIC SCHOOL, WHITE PIGEON, MICH.
Billingham and Cobb, Architects, Kalamazoo, Mich.



COMMERCIAL ROOM COOKING ROOM

INTERIOR VIEWS OF THE PUBLIC SCHOOL, WHITE PIGEON, MICH.
Billingham and Cobb, Architects, Kalamazoo, Mich.



AUDITORIUM, PUBLIC SCHOOL, WHITE PIGEON, MICH.
Biflingham and Cobb, Architects, Kalamazoo, Mich.

The commercial department has a typing room set off from the main room by a heavy glass partition.

The science department comprises a fully equipped laboratory and classroom, a dark room, and a storage room. Fumes are removed from the laboratory by an electric suction system.

The classrooms are about 18 ft. by 20 ft. and are equipped with tablet-arm chairs which require less room for seating and make for greater flexibility.

A special classroom, clinic and restroom, toilet rooms, and janitors' supply room make up the remainder of the junior-senior high-school section.

In the other section are the kindergarten and the elementary-grade rooms. Special entrances to the building are provided for the children in these departments. The grade rooms are 20 by 30 ft. and contain vanishing-door wardrobes. All rooms are well lighted and are equipped with blackboards and bulletin boards. Special toilet rooms are provided in this section.

The basement contains the boiler room, coal and ash rooms, fresh-air intakes, and special rooms for electrical equipment. The steam heating and ventilating system is equipped with automatic temperature control.

The plans for the building are so arranged that additions may readily be made when this becomes necessary.

The school grounds have recently been landscaped. The large athletic field contains a football field, baseball diamond, a track, and tennis courts. There is sufficient room for all field sports. A part of the grounds is reserved for the elementary-school children and is supplied with playground equipment. The field serves for community play and athletic sports.

The building was completed and occupied in September, 1928, and was erected at a cost of $93,716, including equipment. On the basis of pupil capacity of 400, the per-pupil cost was $234.29. The bond issue was for $100,000.

CONSTRUCTION DATA

Date contract awarded	March 22, 1928
Date construction completed	Sept. 18, 1928
Site	
Dimensions	Eight acres
Principal frontage	295 ft.
Building	
Number of rooms	30
Laboratory	24 ft. by 40 ft.
Classrooms	18 ft. by 20 ft.
Auditorium	40 ft. by 60 ft.
Design and Construction	
Exterior design	Modern
Exterior trim	White pine
Exterior facing	Face-brick
Construction material	Wood
Floor material	Maple
Corridor and stair finish	Terrazzo floors, with plaster walls and ceiling
Finish of toilet rooms	Terrazzo floors, with plaster walls and ceiling
Mechanical Equipment	
Temperature control	Automatic
Type of heating and ventilation	Hot-blast system
Electrical equipment	Modern clock program and fire-alarm systems
Plumbing	Modern
Cost and Pupil Capacity	
Cost of building	$72,914
Cost of heating and ventilation	8,000
Cost of electrical work	2,753
Cost of plumbing	5,195
Cost of equipment	4,854
Total cost	93,716

EXPEDIENCY OF A COUNTY BOARD OF EDUCATION

The question of the consolidation of schools for the purpose of securing greater efficiency of the rural districts came into serious discussion recently before the legislature of Wisconsin. The immediate subject was the introduction of county boards of education. A table issued under the authority of John Callahan, state superintendent, disclosed the rural school status as follows:

Rural Schools Classified According to Enrollment

No. Enrolling:	1927–1928
1 to 5 children	78
6 to 10 children	529
11 to 15 children	1,016
16 to 20 children	1,151
21 to 25 children	1,113
26 to 30 children	880
31 to 35 children	668
36 to 40 children	430
41 to 45 children	275
46 to 50 children	144
51 to 55 children	66
56 to 59 children	40
60 children or over	37
Total	6,427

The Wisconsin State Journal in commenting on the question of consolidation through the establishment of larger school units and the intervention of the county board says:

"Arguments that have been made against the county school-board measure present no reasons. They display only local feeling. The obstacle, a certain sort of pride which any group of citizens has in having its own institutions, no doubt shortly would give way to a much more justifiable pride in good public schools, were the bill to become a law. The taxpayers are footing a tremendous bill every year for inferior educational advantages, wastefully administered, and they should demand relief. The county board of education would be as useful as is the city board of education in getting the taxpayer the most for his money in the matter of schools, and in giving to the pupils the maximum of advantage which the expenditure makes possible. This change is coming inevitably through the irresistible logic of the situation."

Economy in school administration is more than money-saving. An old writer well summarizes the true meaning of economy, says Hannah More: "Sound economy is a sound understanding brought into action; it is a calculation realized; it is the doctrine of proportion reduced to practice; it is foreseeing contingencies, and providing against them; it is expecting contingencies, and being prepared for them."



THE ABRAHAM LINCOLN SCHOOL, ST. CHARLES, ILL.
Frank B. Gray, Architect, Aurora, Ill.

THREE INTERESTING SCHOOL BUILDINGS

The test of the architect who engages in school practice is his ability to meet widely different conditions and to sense not only the educational needs of the community, but also its attitudes and its appreciation of cultural life. The architect's ability to gauge a situation may express itself in one case in the adaptation of a particular architectural style, and in another it may involve an innovation of arrangement that will enable a broadening of the school curriculum at some future date. The ultimate test, however, of every architect is that he applies due economy in meeting exactly the educational needs of the community.

Three buildings which represent a wide variety in the basic problems are presented in these pages. They are the work of Mr. Frank B. Gray of Aurora, Ill., who has done a great amount of school work in northern and central Illinois.

The Abraham Lincoln School

The new Lincoln School stands on a large site which was, until recently, occupied by an old school building, erected in 1856.

The building which faces west and has eleven classrooms and a kindergarten, with a pupil capacity of 420, has been planned to serve to some extent as a community center. The combined gymnasium and auditorium is easily accessible, and it is the plan of the board of education to place this room at the disposal of the public.

The architectural style of the building is an adaptation of the Gothic, characterized by dignity and simplicity. The superstructure is of reinforced concrete and steel, and the building with the exception of the roof, is fireproof. The exterior walls are faced with brick in tan colors and are trimmed with terra cotta of a harmonizing shade.

The building is divided into three units, welded into one massive whole, the combined auditorium and gymnasium being at the rear of the building on an axis with the main entrance. The kindergarten is located at the south side of the building, and the balance of the building is devoted to classrooms, together with required office, storerooms, toilets, etc. In formulating the plan, the idea uppermost in the minds of the architect and the board of education were the accessibility of the kindergarten, the gymnasium, and the arrangement of the remaining units, so that the work of the school might be effectively carried on.

The gymnasium seats 350 spectators and has a capacity of approximately 1,000 persons when it is used as an auditorium. A section of the first-story corridor may be used as a stage by opening large sliding doors. There is a separate entrance at the east end, which can be used by the junior-high-school students. Space is afforded under the bleachers at either side for the storage of equipment and folding chairs.

The kindergarten has southern exposure with a large bay window, permitting much work to be carried on in the sunlight. A terrace is directly south of the room for outside activities when the weather permits. The room is equipped with special toilet facilities, cloakroom, utility room, and cases adequate for the storage of supplies.

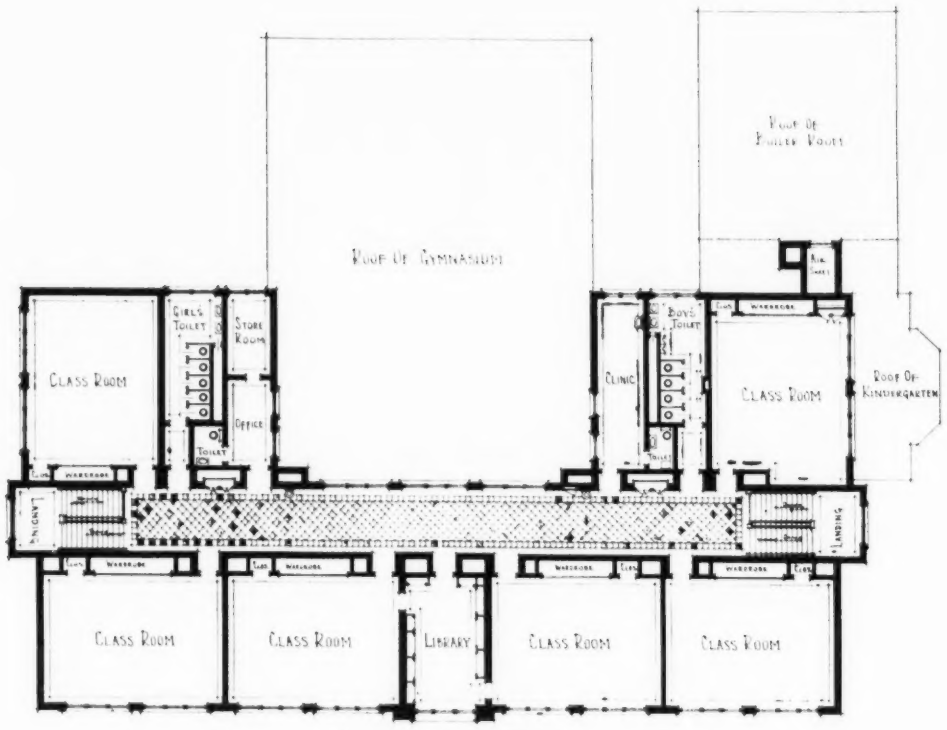
The corridors are lined with a vitrified salt-glazed tan-colored brick, to a height of 5 ft., the floors being of terrazzo with rubberstone field. Stairways are located at the north and south ends of the building.

Each classroom is floored with rubberstone flooring in dark red and tan checkerboard pattern. The rooms are complete, with the most modern facilities for cloakroom space and provision for teachers' storage and bookroom. All blackboards are of slate, with cork bulletin boards above. The school library is centrally located on the second floor and is accessible from the stairways. The principal's office and the clinic are also on this floor. Space has been provided for the storage of books and school equipment, which is under the supervision of the principal.

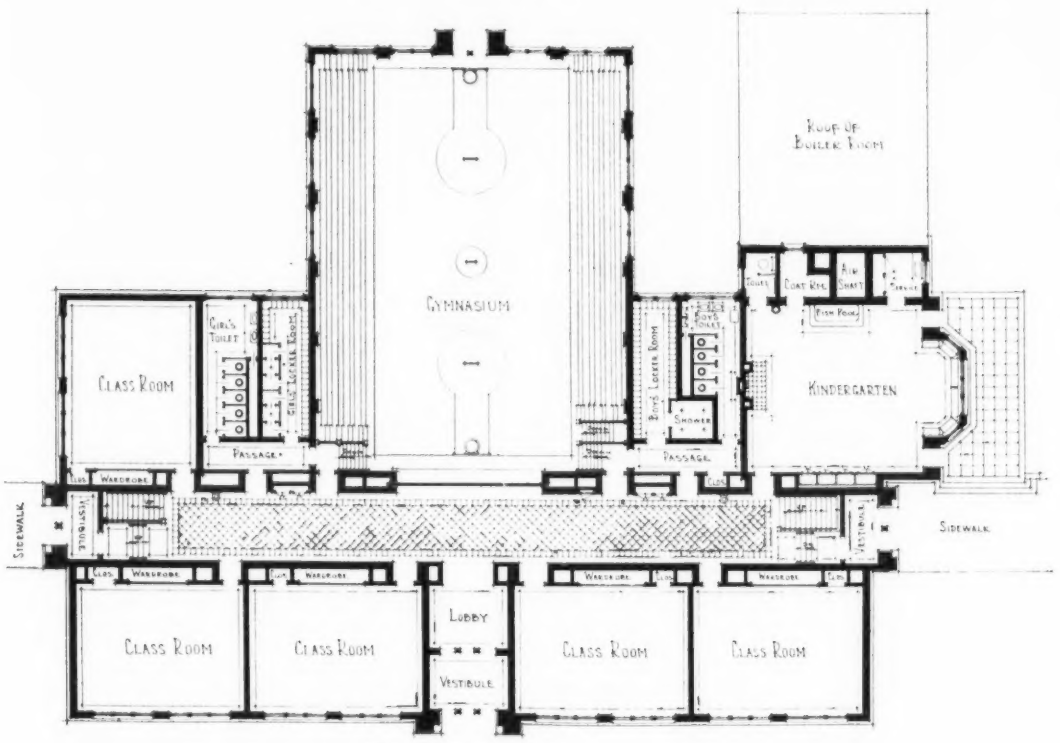
The heating, ventilating, and electrical systems are modern in every respect. The building



COUNTRY SCHOOL NORTH OF ST. CHARLES, ILL.
Frank B. Gray, Architect, Aurora, Ill.

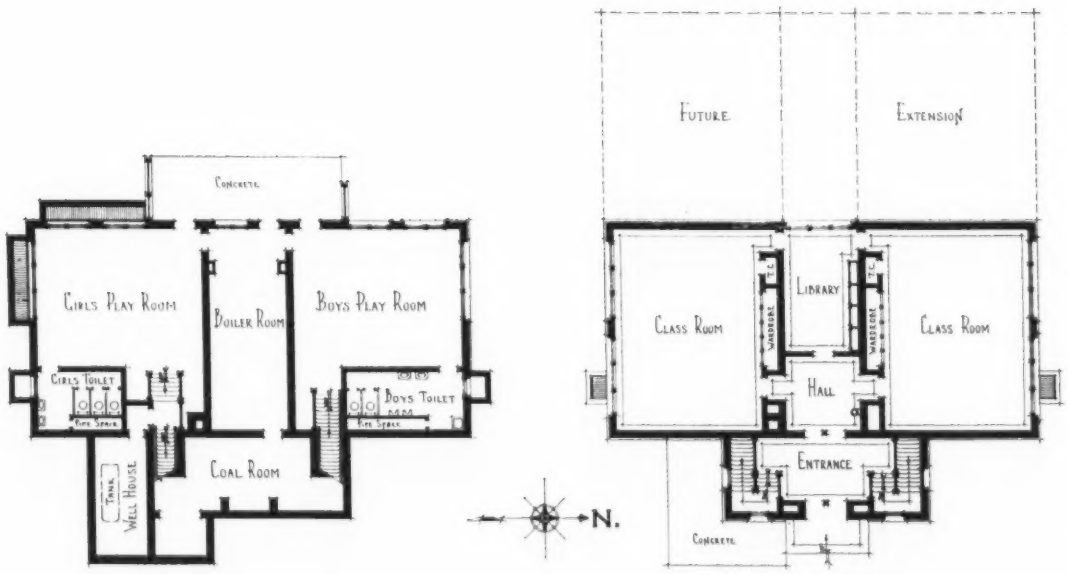


SECOND FLOOR PLAN



FIRST FLOOR PLAN

FLOOR PLANS OF THE ABRAHAM LINCOLN SCHOOL, ST. CHARLES, ILL.
Frank B. Gray, Architect, Aurora, Ill.



A COUNTRY SCHOOL, NEAR ST. CHARLES, ILL.
Frank B. Gray, Architect, Aurora, Ill.

accommodates 420 pupils and was erected at a cost of $120,000. The architect of the building is Mr. Frank B. Gray, of Aurora, Ill.

Construction Data

Date contract awarded....Jan. 28, 1928
Date construction started....March 15, 1928
Date construction completed....Feb. 1, 1929

Site

Dimensions....200 ft. by 400 ft.
Principal frontage....200 ft.

Building

Number of rooms....21
Offices....1
Book storage....1
Clinic....1
Teachers' room....1
Auditorium gymnasium:
Size....60 ft. by 75 ft.
Capacity....1,200

Design and Construction

Exterior design....Mod'fied Gothic
Exterior trim....Terra cotta
Exterior facing....Brick
Construction material....Steel and concrete
Corridor material....Terrazzo
Stair finish....Terrazzo
Classroom finish....Rubberstone floor and oak trim
Auditorium gymnasium finish....Brick with wood ceiling
Finish of toilet rooms....Terrazzo floor with steel partitions

Mechanical Equipment

Temperature control....Automatic
Type of heating and ventilation....Hot air furnace

Cost and Pupil Capacity

Cost of building....$120,000
Cost per cubic foot....28 cents
Cost per pupil....$285

A Two-room Country School

The new school building recently erected for School Dist. No. 79 in Kane county, just north of St. Charles, Illinois, is a typical two-teacher rural school building planned for a maximum capacity of 80 pupils and arranged for enlargement to include two additional classrooms on the main floor and to provide space for a community meeting room on the ground floor. The construction details are as follows:

Construction Data

Date contract awarded....July 27, 1928
Date construction started....Aug. 1, 1928
Date construction completed....Jan. 1, 1929

Site

Dimensions....125 ft. by 150 ft.
Principal frontage....125 ft.

Building

Number of classrooms....2
Book storage room....1

Design and Construction

Exterior trim....Stone
Exterior facing....Brick
Construction material....Steel and concrete
Corridor material....Maple and composition
Classroom finish....Insulite floor and birch trim
Finish of toilet rooms....Cement plaster and floors, with wood partitions

Mechanical Equipment

Type of heating and ventilating....Univent
Electrical equipment....Complete
Plumbing system....Modern

Cost and Pupil Capacity

Cost of building....$25,000
Cost per cubic foot....29 cents
Cost per pupil....$312
Pupil capacity of building....80

A High-School Gymnasium

The city of Dwight, Illinois, found itself two years ago in need of gymnasium and auditorium facilities in connection with the high-school building. The old structure was ample for the academic needs of the high school and was physically sound and well arranged for both educational and community purposes. It lacked an adequate room for auditorium and gymnasium purposes.

The new gymnasium-auditorium addition, as illustrated, has proved extremely satisfactory during one year of use. It serves not only for school purposes, but is in a real sense a community center. It has a seating capacity of 2,000, of which 1,200 seats are placed in the elevated side balconies and in the rear balcony. The details of construction and cost are as follows:

Construction Data

Date contract awarded....June 28, 1928
Date construction started....July 1, 1928
Date construction completed....Feb. 1, 1929

Building

Number of rooms....4
Number of classrooms....2
Offices....1
Auditorium: Size....86 ft. by 86 ft.
Seating capacity....2,000
Gymnasium: Size....86 ft. by 86 ft.
Seating capacity....1,200

Design and Construction

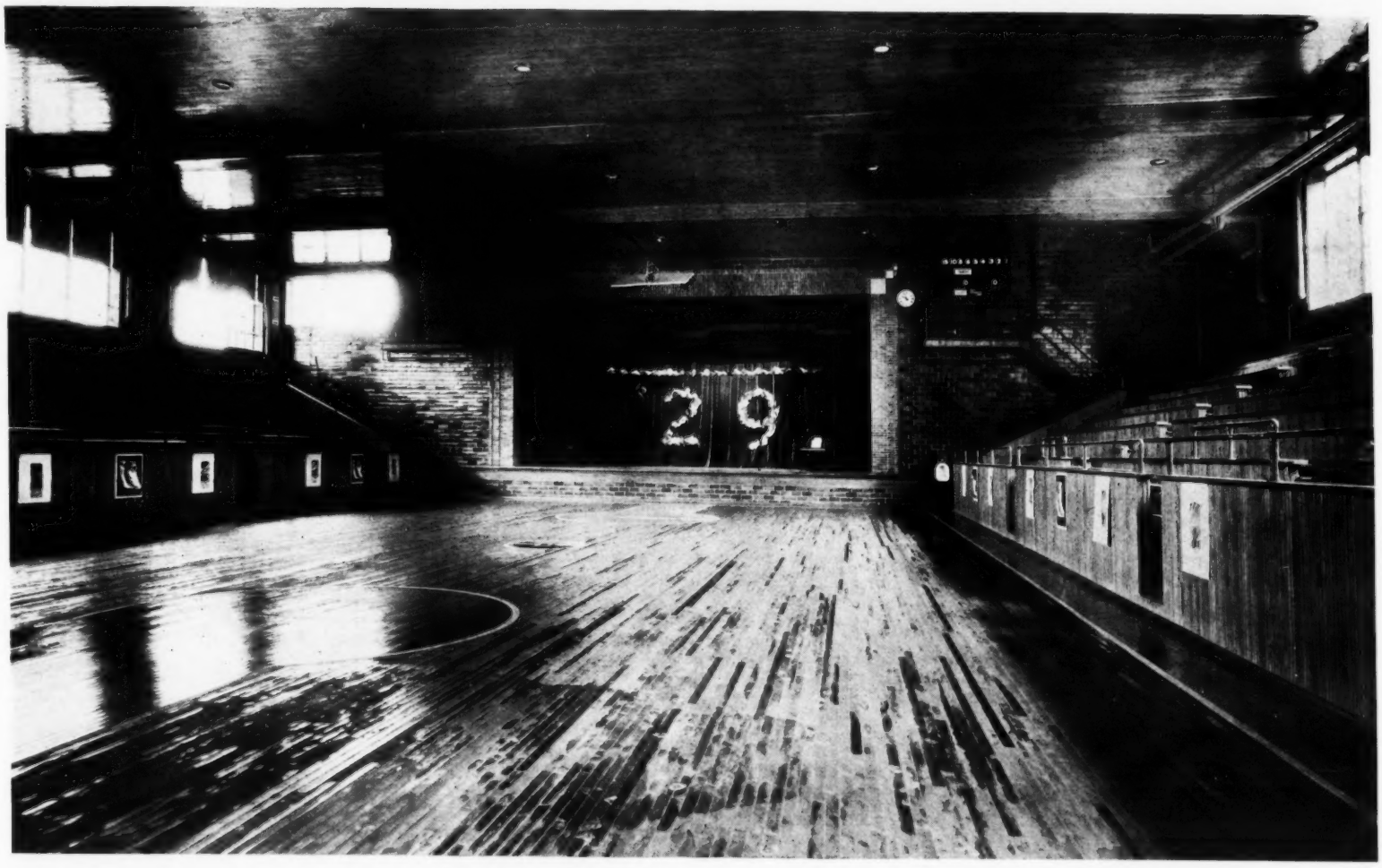
Exterior design....Brick and stone
Exterior trim....Stone
Exterior facing....Brick and stone
Construction material....Steel, tile, and concrete
Corridor and stair finish....Cement
Classroom finish....White plaster
Auditorium finish....Glazed hollow tile
Finish of toilet rooms....Portland cement

Mechanical Equipment

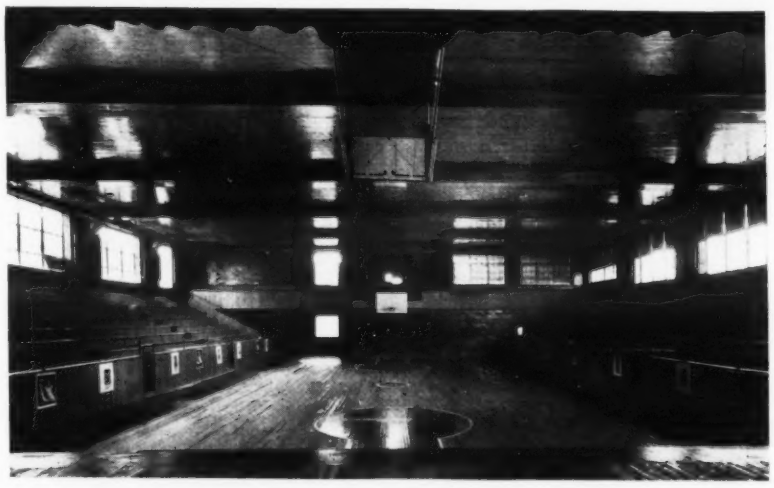
Temperature control....Automatic
Type of heating and ventilation....Controlled steam heat
Plumbing equipment....Modern
Electrical equipment....Complete

Cost and Pupil Capacity

Cost of building....$78,200
Cost per cubic foot....20 cents



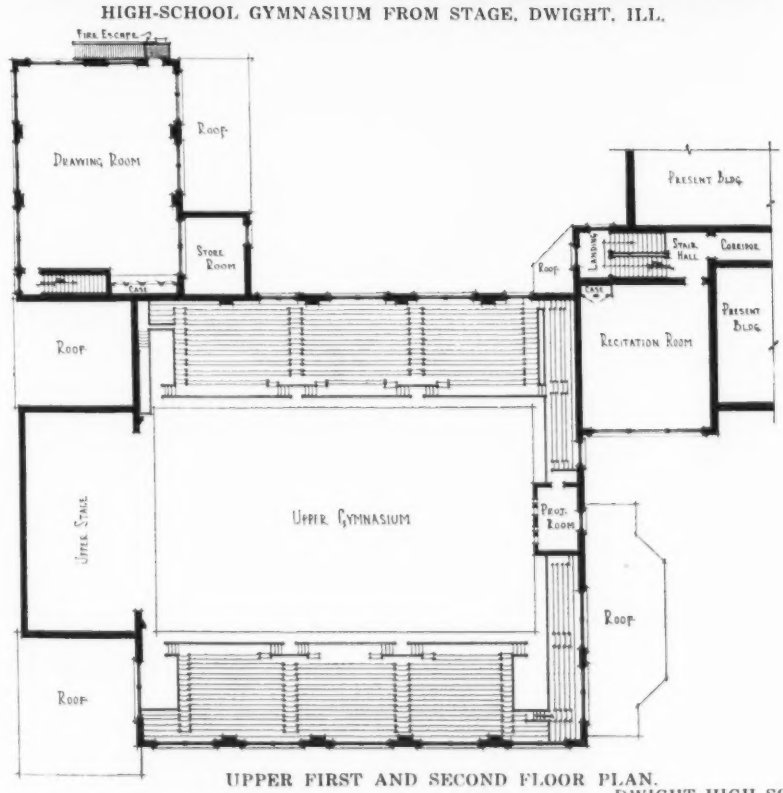
INTERIOR OF THE HIGH-SCHOOL GYMNASIUM, DWIGHT, ILL.
Frank B. Gray, Architect, Aurora, Ill.



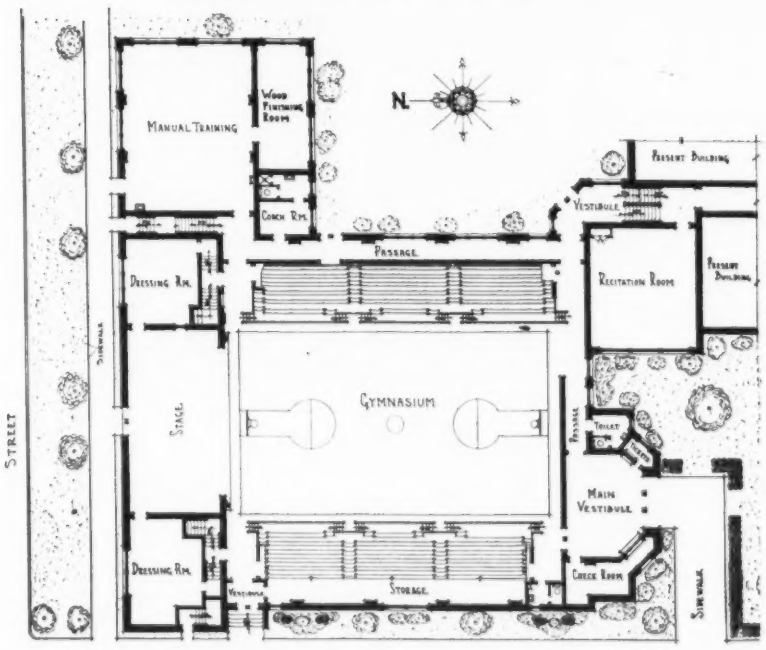
HIGH-SCHOOL GYMNASIUM FROM STAGE, DWIGHT, ILL.



HIGH-SCHOOL GYMNASIUM, DWIGHT, ILL.



UPPER FIRST AND SECOND FLOOR PLAN.
DWIGHT HIGH SCHOOL, DWIGHT, ILL.
Frank B. Gray, Architect, Aurora, Ill.



FIRST FLOOR PLAN



THE MILES SCHOOL, TUCSON, ARIZ.
Roy Place, Architect, Tucson, Ariz.

Tuscon Builds Modern Schoolhouses

O. H. Barnhill

Like most western cities, Tucson, Arizona, recently completed a splendid school-building program. How this project was conducted and the community saved from the construction of inadequate buildings, which would have temporarily relieved congestion, makes an interesting story with several constructive morals.

From a sleepy frontier trading post on the sun-baked desert, with a population predominately Mexican and Indian in the 60's and 70's, Tucson awoke after the world war to find herself a rapidly growing city, the center of a promising mining, agricultural, stock-grazing and tourist region. Although the seat of the University of Arizona, Tucson's primary and secondary schools had not kept pace with the city's growth.

Due to inadequate housing facilities, over 1,000 children were attending half-day sessions. The building where most of the Mexican and Indian children were educated, was insanitary, poorly lighted, with inadequate recreational facilities. Some playgrounds were badly crowded, a condition which reacted unfavorably upon the pupils. Teachers were paid low wages at a time when living costs were at their peak.

Having no business manager and being unable to devote much of their own time to the solution of Tucson's pressing school problems, the members of the board of education early in 1920, employed an unusually able superintendent of schools, Mr. C. E. Rose, then at Boise, Idaho, and assigned to him the task of preparing and conducting the necessary building and improvement program.

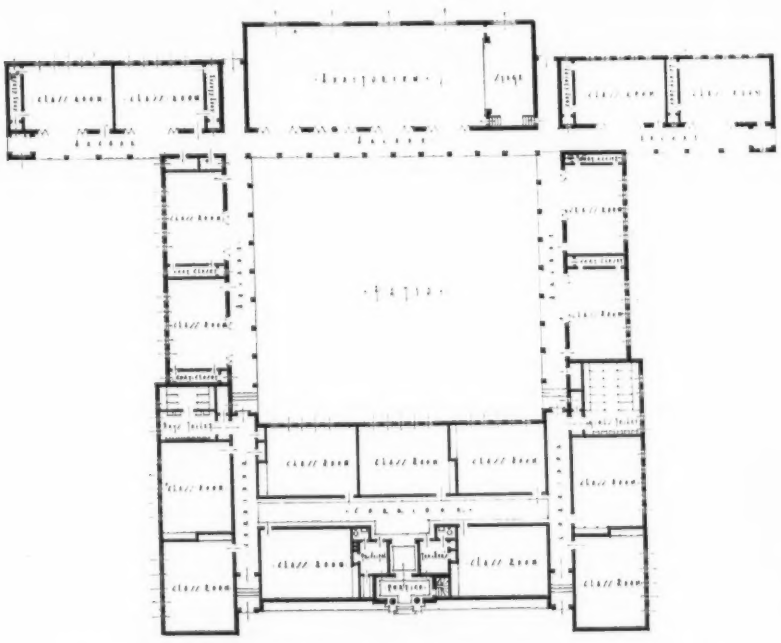
The board intended to ask for two bond issues of $350,000 each, one to be used for constructing new grade-school buildings, and the other for erecting a new high school. Since need of the former was the most pressing, it was decided to postpone the high-school project for a year or two.

Mr. Rose made a careful study of the situation, conferring with parents, teachers, board members, and others vitally interested, and then prepared an adequate building program. The board next called a citizens' meeting and laid its plans before the people, telling where the proposed structures were to be located. Mr. Rose enlisted the active aid of parent-teacher associations, wrote articles for the local newspapers, and made speeches before local clubs.

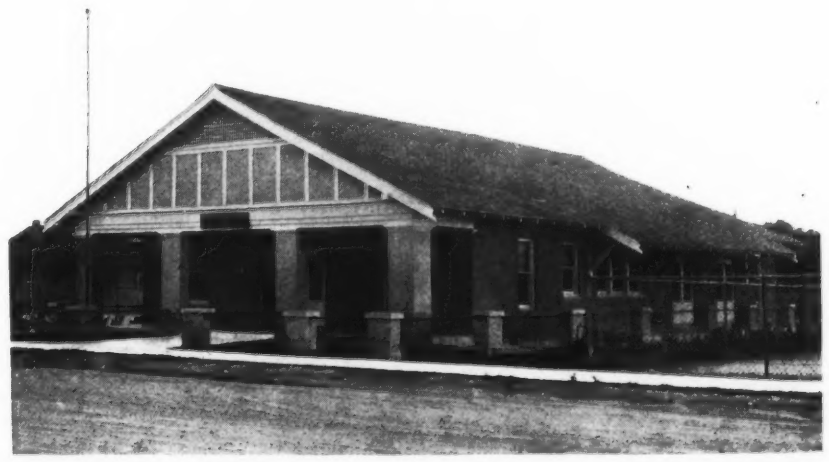
The superintendent furnished the press with detailed analysis of the school situation; charts showing the average daily attendance for the preceding eight years, and the number of rooms available each year; average daily attendance per room in each of the 13 grade schools, etc. Valuations for future years were estimated. The bond figures showed what the indebtedness would be if no more money was voted, and what the amounts would be including the proposed issue.

The $350,000 grade-school bonds carried by a six-to-one vote in July, 1920. Another issue of $210,000 was voted for the same purpose by a good majority in February, 1927. The latter was sold at a premium of $15,000.

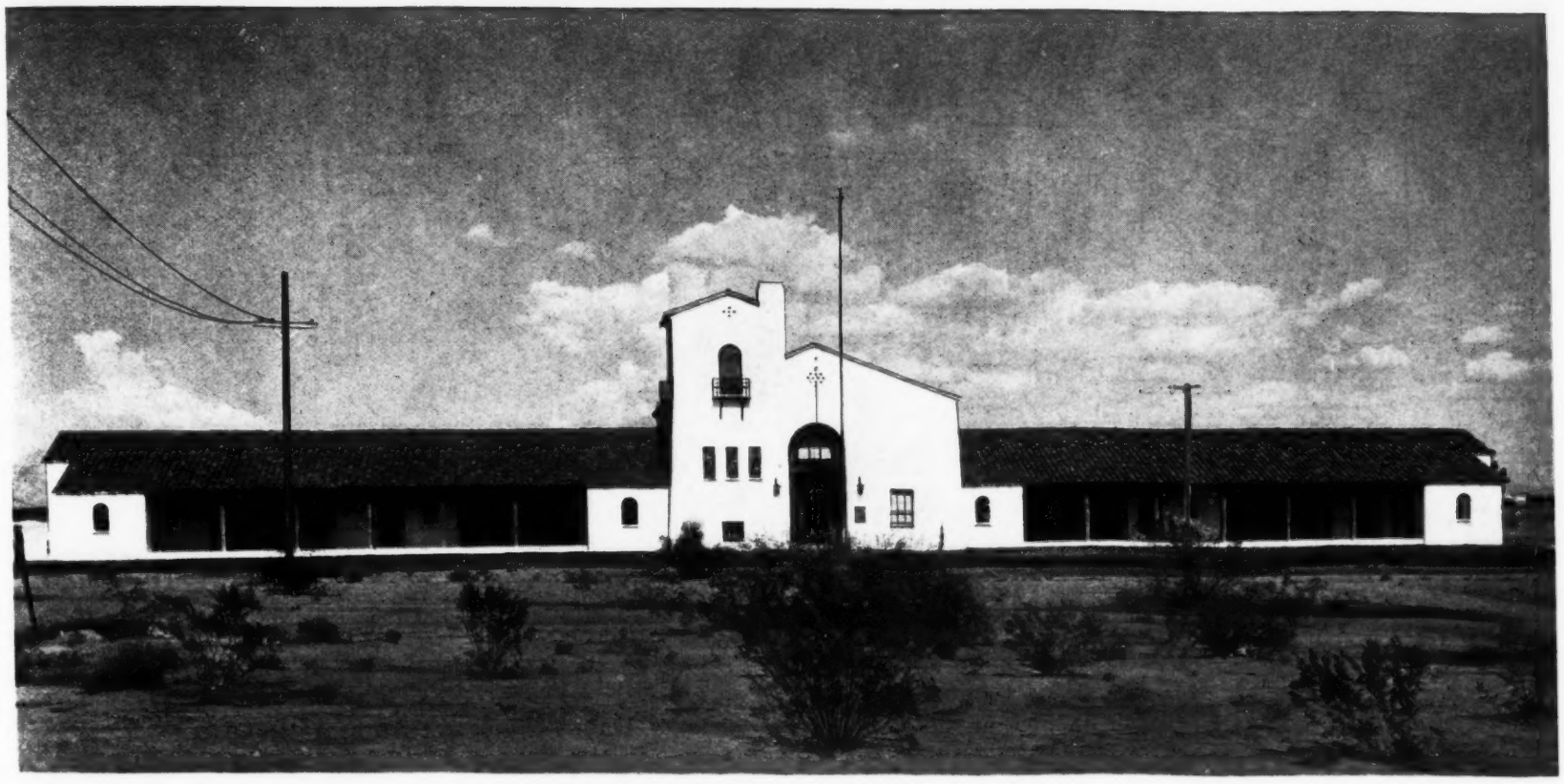
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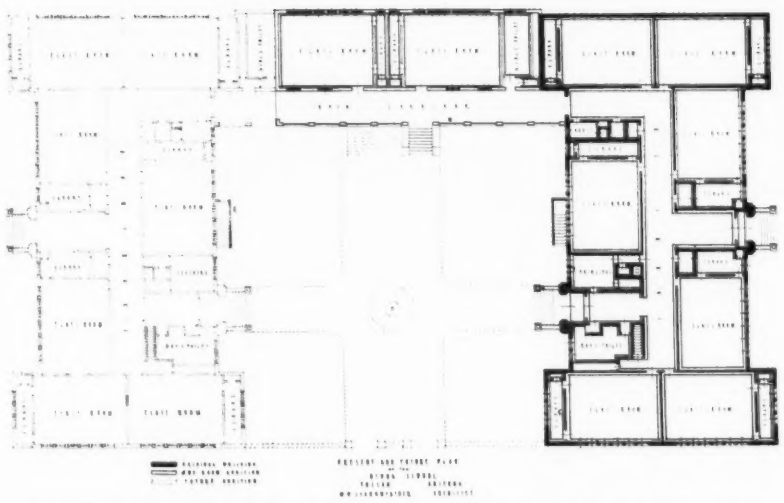
SKETCH PLAN SHOWING PROPOSED ADDITION TO MILES SCHOOL, TUCSON, ARIZ.
Roy Place, Architect, Tucson, Ariz.



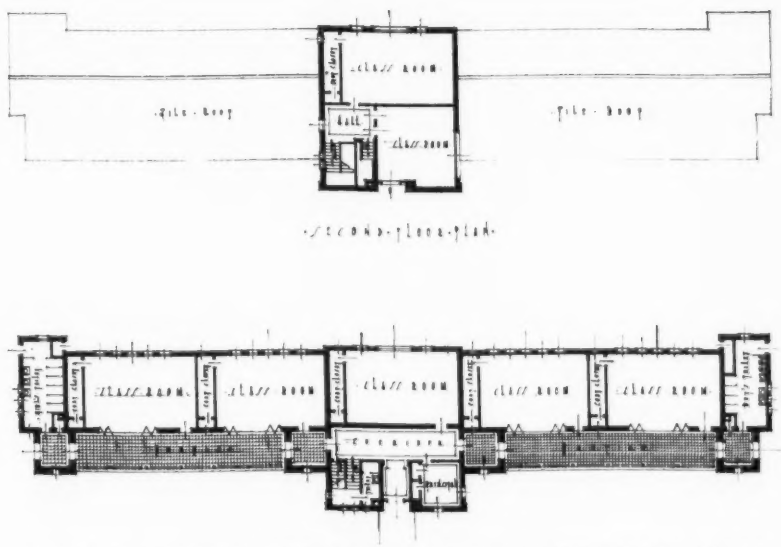
ADMINISTRATION BUILDING, TUCSON, ARIZ.



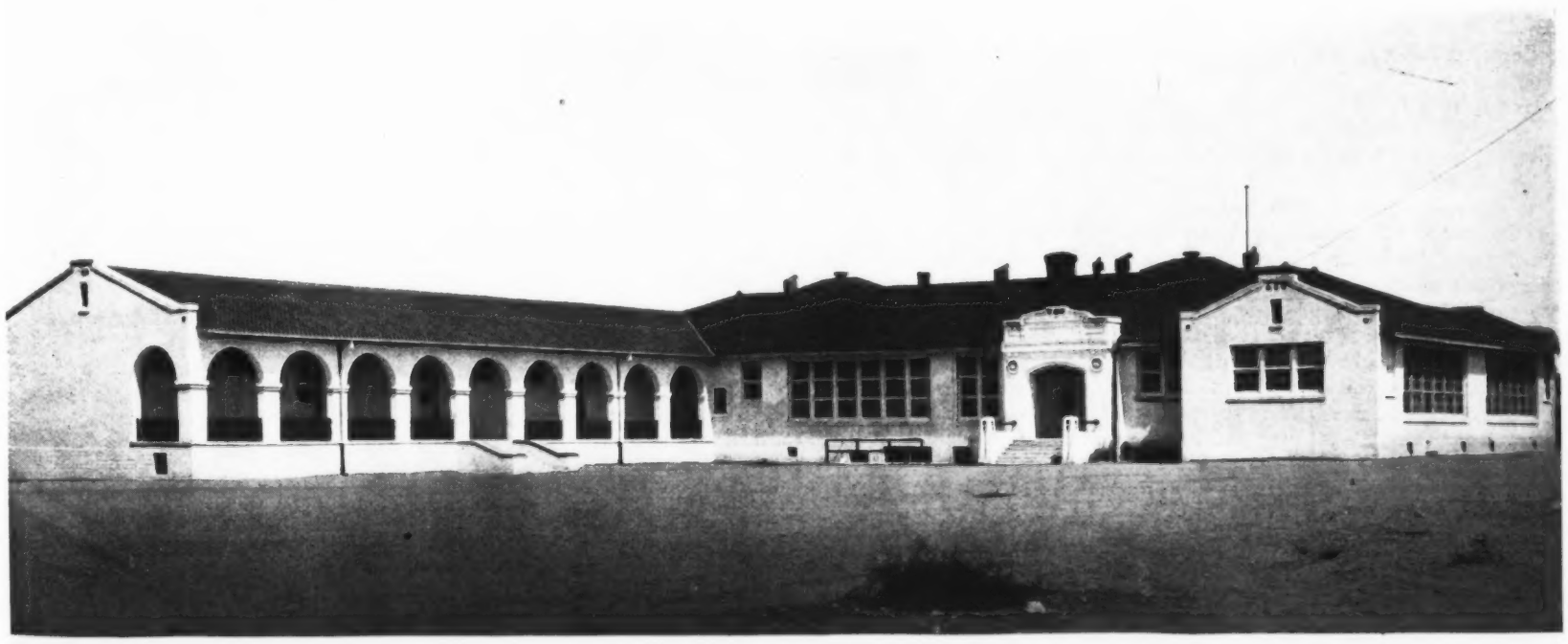
THE SAM HUGHES GRADE SCHOOL, TUCSON, ARIZ.
Roy Place, Architect, Tucson, Ariz.



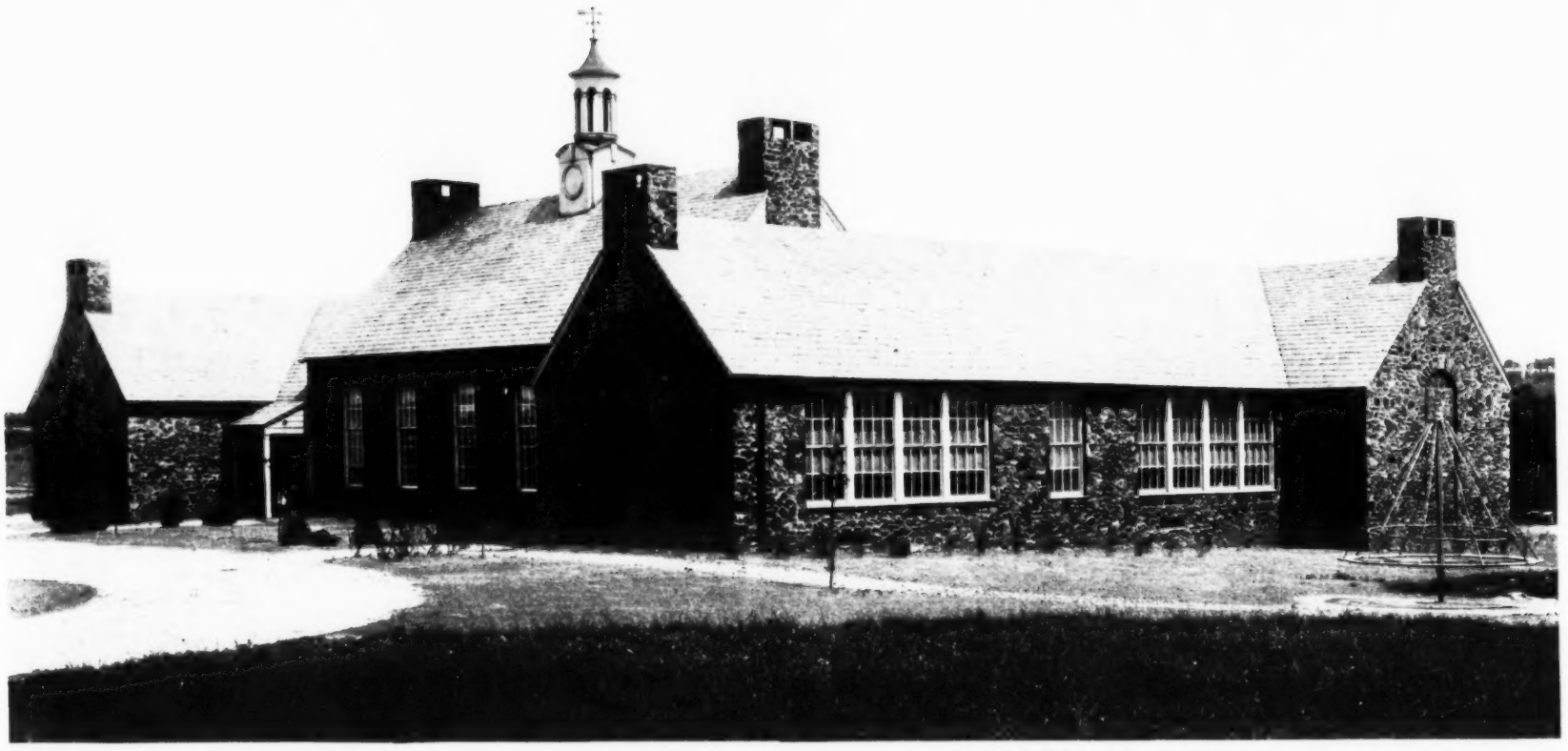
PRESENT AND FUTURE PLAN OF THE OCHOA SCHOOL, TUCSON, ARIZ.
M. H. Starkweather, Architect, Tucson, Ariz.



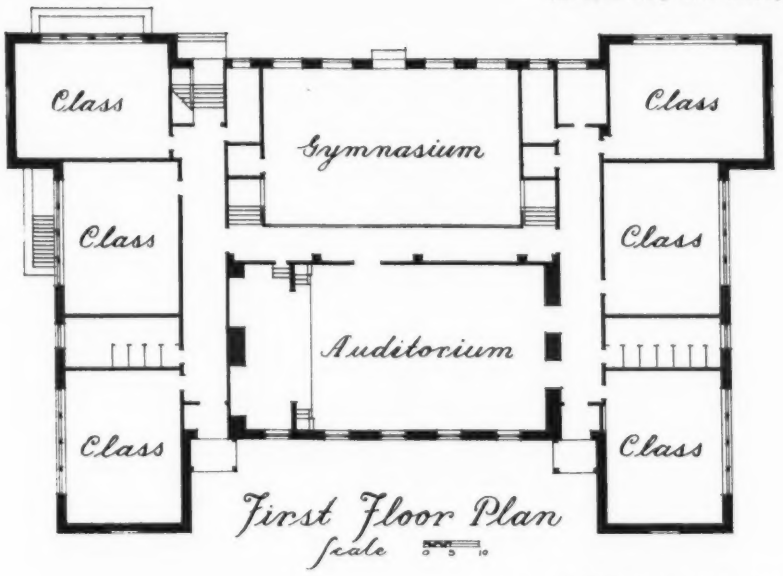
FIRST AND SECOND FLOOR PLANS OF THE SAM HUGHES GRADE SCHOOL, TUCSON, ARIZ.
Roy Place, Architect, Tucson, Ariz.

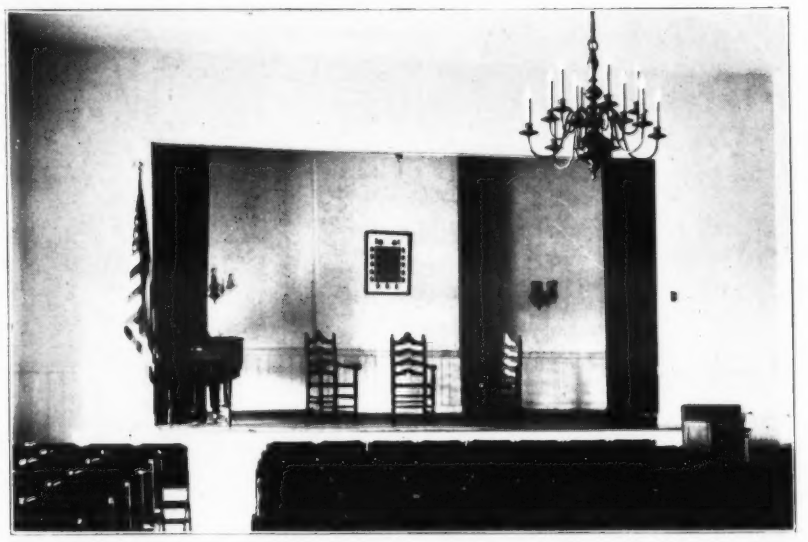


THE OCHOA SCHOOL, TUCSON, ARIZ.
M. H. Starkweather, Architect, Tucson, Ariz.



EAST PIKELAND CONSOLIDATED SCHOOL, KIMBERTON, PA.
Davis, Dunlap and Barney, Architects, Philadelphia, Pa.





HALL

EAST PIKELAND CONSOLIDATED SCHOOL, KIMBERTON, PA.
Davis, Dunlap and Barney, Architects, Philadelphia, Pa.

AN INTERESTING CONSOLIDATED SCHOOL

Someone has well said that we shall never have a typical consolidated school building because conditions in rural districts vary so much that every consolidated school has characteristics peculiar to itself and a school building to fit these characteristics must be carefully planned to meet them. School buildings in the large cities can be duplicated in various parts of a community without danger of failing to meet the educational program. In the country every school presents its own problems and requires an original solution on the part of a competent architect to whom the educational problem has been properly presented by the educational factors.

The new East Pikeland Consolidated School, near Kimberton, Pa., is typical in design of Pennsylvania Colonial architecture, but the interior is unique in plan and arrangement, and is especially adapted to the local needs of the township which it serves.

The splendid structure has been made possible through the cooperation of the citizens of East Pikeland township and the generous contribution of $50,000 by Mr. Frank B. Foster.

The building contains 6 classrooms, an auditorium, a gymnasium, and a boy-scout room. It is surrounded by 6 acres of level playground which serves as a community and playground center for the entire town.

The building measures 140 by 91 ft. and is built of a delightful, warm-colored local stone. Colonial precedents have been carefully followed not only in the details of the exterior design, but also in the ornament of the auditorium and of the classrooms. All the rooms on the interior are finished in plaster, painted, with hardwood trim and hardwood floors. The toilet rooms have tile floors and tile wainscoting.

The building is equipped with a complete vapor heating system, and each of the classrooms, the auditorium, and the gymnasium, are fitted with unit ventilators. Automatic temperature control is provided. The building is completely furnished with heavy duty plumbing fixtures, and electricity is provided for lighting.

The building cost as follows:

Construction	$47,365
Heating and Ventilation	13,717
Electric Wiring and Fixtures	2,836
Plumbing and Sanitary Equipment	3,950
Total cost	$67,868

The building was begun in April, 1928, and completed August 31, of the same year. Classes began during the first week in September and the building was dedicated on October 6. The cost was 37½ cents per cubic foot, a remarkably low figure considering the quality of the materials and the finish.

The architects were Messrs. Davis, Dunlap and Barney, Philadelphia, who have specialized in schoolhouse work.

Janitors' Wages During Illness

St. Louis, Mo. The school board has revised its rules governing the salaries of janitors and matrons during absence from their duties. The rules read as follows:

The salary of a janitor or matron will be deducted pro rata for absence, except in cases of sickness, when half pay will be allowed, but this half pay may not extend over a longer period than four weeks.

In a case where the janitor or matron may be absent because of accidental injury suffered in the discharge of duty, the salary will be allowed beyond the above limits as to amount and time upon the recommendation of the commissioner of school buildings, and with the approval of the committee on school buildings.

Allowance for the salary in whole or in part for absence for other reasons than those indicated will be granted upon the recommendation of the commissioner of school buildings and with the approval of the committee on school buildings.

Women School-Board Members

Wayne Soper, Ph.D., Assistant Reseach Division, New York State Department of Education

In an estimable volume on school administration and supervision, published in 1904, and revised in 1908 and 1915, appears the following classification of persons who seldom make good school-board members:

1. Inexperienced young men, whatever be their calling.
2. Unsuccessful men.
3. Old men retired from business.
4. Politicians.
5. Newspaper men.
6. Uneducated and unlearned men.
7. Men in subordinate business positions.
8. Women.[1]

Had this author said *inexperienced* women, *unsuccessful* women, *old* women, *newspaper* women, *uneducated* and *unlearned* women, he would have advanced a more tenable theory. But to classify all women with inexperienced, unsuccessful, uneducated men carries the classification onto treacherous ground. It is difficult to prove the assertion. The term *women* covers a pretty wide variety of the fairer sex. Admittedly there are several who have achieved an immortal renown.

Men and Business Affairs

In the Proceedings of the National Education Association for 1911 appears another utterance by good authority on the same topic, an excerpt from which reads as follows:

"The truth of the matter is that the affairs of the school board are largely business matters. The fixing of tax rates, the distribution of funds, the erection of buildings, the providing of repairs to buildings, listening to complaints of citizens, buying supplies, hiring janitors, etc., constitute the greatest part of the school-board's business. The average refined, sensitive woman is not fitted in any way to deal with such things."[2]

Another eminent authority in a much-used and highly regarded text in public-school administration, copyrighted as late as 1922, clings to the same position.[3] Undoubtedly, other writers and thinkers in the field of administration hold to the same premise.

With due respect for those people of genius in the educational world who have held and still hold the position that women do not make good school-board members, it must be remembered that from a relative point of view 1904 is ancient history, 1911 is mediaeval history, and 1922 is colonial history in our national life now with respect to many things. Progress travels a breathless pace. The fact of yesterday is frequently no criterion for today. Woman's political, social, and business status has changed much in the fifteen or more years immediately behind us. She has entered every field of man's endeavor.

The woman of yesterday who would not have made a good school-board member has a married daughter today who would. She is better educated; she has rubbed elbows with the world vastly more than did her mother; she is capable of pulling her own oar; and she can swim in the sea of business.

Inconclusive Generalizations

Statements about women have two common elements: there are so many women that many things said about them cannot be really tested scientifically; the fact that women constitute roughly one half of the race, means that some women can always be produced to justify any sweeping conclusions made about them.

When in conservative England fourteen women are elected to seats in Parliament, as occurred in the recent elections; when a recent convention of business and professional women in the United States takes on a semblance, in size and dignity at least, comparable to the American Bar Association and the American Medical Association; and when the United States census abstracts reveal the increasing numbers of women in all of the gainful occupations, it is time to readjust our sights. It may be that prejudice, or preconceived notions, or perhaps obsolescent conditions too close to the eye are obscuring the real issues of the argument.

It seems incongruous that women should bear the heavier responsibility for training the child in the home and in the school, but should be judged unfit for membership on the legislative board of the school system. This attitude has been prevalent because of the fact that affairs of the school board have been largely business matters. But it must be admitted that there are many "business matters" of a board of education besides those directly concerned with revenues, buildings, repairs, supplies, and complaints. The school board that considers only matters directly associated with dollars and dimes ought to take stock of itself, of its school system, and of the superintendent whom it employs.

Some Real School-Board Problems

If the situation were to be reversed, with such matters as classification and progress of school children, retardation, acceleration, elimination, curricula, sanitation and health training, teacher efficiency, and other related matters commanding chief attention in board meetings, leaving the purely business affairs to a business manager, who then would appear better qualified for membership on the board of education—men or women? Are the above-enumerated matters of so little consequence in education that they need seldom come before the board of education for the determination of policies? While it must be admitted that many of the matters enumerated above are relatively of recent origin in public education, and therefore unfamiliar to the layman, this fact does not excuse neglect of their consideration.

It may be explained that these matters are left largely in the hands of the school executive and his staff and that the board give comparatively little consideration to them. Admittedly he should initiate and execute with respect to them, but he has no power to legislate. Nor can any amount of argument prove that such important matters should be attended to without legislative action of the board of education.

May it not be assumed that the "affairs of the board of education are largely business matters," because the composition of the board's membership has demanded that such matters be uppermost? Men board members prefer to consider those things which they seem best qualified to consider. Women board members might equally push for consideration those more purely educational matters which they feel best qualified to consider. This should result in a better balanced program of all matters brought before the board for determination of policy and legislative action.

Furthermore, it may be asked, what particular qualities do men possess which enable them to transact the "business" of a school board better than women could transact that business? What are the desirable qualifications for school-board members?

Qualifications of Board Members

Although there are many different lists of desirable qualities that a board member should possess, they have in common the following:

1. He should be a person of good education.
2. He should be a person of large experience in property affairs, business or professional.
3. He should possess self-confidence born of success.
4. He should have a liberal acquaintance with human nature.
5. He should possess common sense.
6. He should have a thoroughgoing belief in education.
7. He should strive to be of genuine service.
8. He should be sanely progressive.
9. He should sense and observe the ethical relations of board members.
10. He should recognize the necessity for expert guidance.
11. He should stand high in community regard.
12. He should be uninfluenced by partisan politics in his board relationships.
13. He should be honest in every aspect of life.
14. He should have faith and optimism with respect to childhood and youth.

Obviously, there is only one of the above fourteen qualifications which women as a whole do not yet possess equally with men. That is number two. And as pointed out earlier in this discussion, women are fast bridging this gap. Women's education is on an equality with men's; her acquaintance with human nature (child nature in particular) may even outdistance that of the male member; and likely her belief in education would reach a higher measure if such a factor could be objectively measured. As to her wish to be of genuine service, who will question it? Since no one knows just what is meant by "sanely progressive," women can qualify as well as men. No facts can be assembled to show that she will trespass upon the ethical relations of other board members. With her somewhat limited experience on boards of education she will sense the necessity for expert guidance. That women stand as high in community regard as do men will not be disputed. While she is fast becoming a politician, she has not yet saturated herself with partisan dye to the woeful extent that her father or husband has. It is not for men to impeach her honesty; in fact, inspired less by private financial and political gain, she is less likely to be dishonest. Because she is the mother of mankind, she has an unfaltering faith in her progeny and is optimistic of its ultimate progress and achievement.

This discussion makes no proposal that women boards of education should become the rule. Nor does it intimate that the majority of the membership on boards should be female. It attempts to clarify educational thought on this vital topic. It assails the too-frequent habit of making generalization that cannot be proved by fact.



MRS. HELEN K. KILGORE
President, Board of Education, Minneapolis, Minn.

Mrs. Kilgore is the first woman to be honored with the presidency of the Minneapolis board of education. After having served a six-year term, during which time she held the office of secretary for four years, she was elected by popular vote last June for another six-year term. The new president possesses a well-balanced mind, is concise and clear cut in debate, and clings to the better conceptions of school-administrative service.

[1] Chancellor, W. E., Our Schools: Their Administration and Supervision, p. 13 (Heath)
[2] Hines, L. N., in Proceedings of N.E.A., 1911, p. 998.
[3] Cubberley, E. P., Public School Administration, p. 125. (Houghton-Mifflin.)

THE AMERICAN
School Board Journal

WM. GEO. BRUCE
WM. C. BRUCE } EDITORS

EDITORIAL

THE SCHOOL SYSTEM OF INDIANAPOLIS —THEN AND NOW

There was a time within the past two decades when the schools of Indianapolis, Indiana, not only enjoyed a splendid reputation throughout the nation, but when that city was near the top of the list of cities that were known to maintain a highly progressive school system. Its superintendent stood high in the councils of the nation's educational leaders. The mention of the Indianapolis school system excited interest in any circle of educators, brought to their vision a wonderful school expert who enjoyed the loyal support of his community, and recalled a series of schools that excelled in many particulars.

The fact that Indianapolis maintained a remarkably fine school system, and one which commanded the attention of the educators throughout the country, implied primarily that a high-class board of education was in command. It demonstrated that the citizenship identified with the administration of the Indianapolis schools was absolutely clear as to the real objectives of a school system.

It selected an educational leader of unquestioned ability, kept him long enough in office to inaugurate policies and demonstrate their utility, and then supported him loyally in every departure designed to raise the standards of the schools. Thus the recognition that went to the superintendent of the Indianapolis schools was based upon the belief that a school superintendent can be a good superintendent only when he has a good board of education behind him.

Today no one in the field of school administration would turn to Indianapolis for suggestions, for guidance, or for inspiration. The newspapers of that city have printed many columns of matter in recent years devoted to petty strife, factional squabbles, and internal rows engaged in by the local board of education.

A new school superintendent is at the helm. He is unquestionably a capable educator, but the question is whether he will be allowed sufficient elbow room and to remain long enough to demonstrate his worth. The last superintendent was the subject of such wrangling. Something like a year ago he faded out of the picture.

The Indianapolis Star discusses the situation in an editorial from which we quote the following: "Imagine the lay board of directors of a hospital who tried to tell the professional staff how to perform an operation for appendicitis or the removal of a cataract from the eye. How long would that hospital be successful or trusted?

"A parallel condition exists in the Indianapolis schools. As the result of long years of overreaching its authority, and trying to do everything, the Indianapolis school board finally has reduced itself to a state of doing nothing efficiently or well. It is beset with factional strife. Its meetings have degenerated into rows and deadlocks over petty things.

"The schools suffer. The city suffers. Teaching morale is low. Disorganization permeates the system from the top.

"It all comes about because the members of the board, as factions or individuals, have injected suspicion and distrust, and reduced responsible administrative heads to office boys. This, in its turn, results from a mistaken idea among the board members about their function. This idea has been growing for a long time. The board is responsible to the city for broad results in administrative economy and educational efficiency. Under the theory of the school city's organization experts in business administration and instructional processes are hired to procure these results. Instead, the board busies itself, collectively or individually, with infinite little things that in any orderly and logical scheme of management would be entrusted to subordinates.

"It is too much to expect that the present board, hopelessly split as it is, can be brought to adopt the sensible course of letting its employed experts run the schools, while it holds itself accountable for major problems of policy and performance. But the next board, if the people are awake to the perils confronting the school system, will be of that kind."

The editor very properly anchors his faith in the citizenship. The voting constituency can make and unmake. It can select a high-minded and capable board of education just as easily as it can create a mediocre body.

In brief, some one must strike the right chord, create a wholesome public sentiment, and encourage citizens of unquestioned character and fitness to accept office. And here the newspaper can be of great service.

EMPLOYMENT OF LEGAL TALENT BY SCHOOL BOARDS

In many large cities the boards of education maintain a legal department. A lawyer is employed or retained by the year. The volume of transactions involving legal knowledge is sufficiently large and important to demand that kind of service. Thus the appointment of an attorney is as regular as is the appointment of a superintendent or a secretary.

Likewise in many medium-size cities an attorney is chosen to attend to all legal matters affecting the interests of the school system. The question which frequently arises in smaller school systems is whether to employ legal talent direct or turn to the regular legal department of the municipality for such service.

In some communities the latter course has been deemed logical and practical. If the governmental machinery which collects all the taxes can conveniently collect those that go to the schools, it may also render such legal services as the school system may require. Every municipality maintains a legal department and is usually designed to serve all local branches of government, including the schools.

Much of the legal guidance which the school systems as a whole obtain is provided by the state departments of public instruction. They serve in an advisory capacity and are helpful in disentangling complications and in avoiding embarrassing situations. It simply rests upon the local school authorities of availing themselves of the guidance that is afforded. The number of opinions annually rendered by the several state departments runs into large figures and represents a service whose value can scarcely be measured.

The smaller school systems, in addition to calling upon state or county superintendents for legal advice, frequently have recourse to talent which happens to be found in the local school system. There are many lawyers who serve as members of boards of education and who give their counsel and advice cost free to the public.

The employment of legal talent by boards of education as a rule does not contemplate the entrance upon legal battles. The lawsuit as such is exceptional, but the need of legal counsel in the regular transactions engaged in by the school system may be constant and continuous. Just when a school system may advantageously engage legal talent by the year, or term of years, depends entirely upon the volume and nature of transactions engaged in. Local conditions must determine.

LAW AND LEGISLATION IN THE SCHOOL FIELD

An examination of the several court records reveals the interesting fact that there is much school litigation throughout the country. Dozens of cases are reported each month dealing with differences which have arisen between the citizenship and the local school authorities. Law-suits are constantly being filed by taxpayers, parents, teachers, and contractors and fought out in the lower courts and sometimes carried to the state supreme courts.

Much of the litigation arises from the fact that the school laws of the several states have not reached a settled state. The constant growth of the school population together with the consequent modifications in the administrative machinery have created and are constantly creating conditions demanding new laws and their interpretation. For instance, new laws creating high-school districts or affecting the consolidation of common-school districts have led to many law-suits. The individual taxpayer is not always certain as to his right, nor are the several districts clear as to laws that govern them.

Litigation, too, arises over action taken by school boards affecting the employment or dismissal of teachers, the awarding of building contracts, location of school sites, and the punishment of pupils. The trouble usually has its origin in an ill-considered resolution to do this, that, or the other thing. Somebody gets impatient or angry and resorts to hasty action. A teacher is unjustly dismissed, a school site is unwisely chosen, a contract hastily awarded, etc., etc. Someone disagrees with the action of the school board and the fight is on.

Unquestionably much litigation could be obviated if the school officials proceeded with their task in a deliberate circumspect and thoughtful manner. Those in charge of the schools should know precisely what the law requires of them, and at the same time keep informed as to the legal limitations of school-board action. Legal advice is always obtainable; law-suits are nearly always avoidable.

PRE-ELECTION QUIZ OF SCHOOL-BOARD CANDIDATES

Occasionally a community will resort to supercautious methods in determining upon the choice of candidates for the board of education. An organization of citizens propounds a series of questions which the candidates are supposed to answer. These questions seek to establish the position or attitude of the contender for school-board honors on a variety of questions, and particularly upon those of immediate and frequently of minor import.

The selection of a school site may have been under consideration, the removal or retention of a school superintendent or principal may have been discussed, or the introduction of new studies may have enlisted public interest. In one mid-west city recently the school-board candidates were publicly asked to state their position on the relative function of the superintendent, the employment of married women teachers, the selection of textbooks and the content of a course of study.

The value of such quizzing may be seriously questioned. No one will submit answers that will demonstrate unfitness. Most of the candidates will strive to be in accord with what they believe to be the viewpoint of the voter. Some will be strong enough to resist popular clamor and to record their own viewpoint regardless of the consequences.

The choice of a board-of-education member here does not hinge upon general character and

worth of the candidate, but upon the position the candidate may take on this or that question, and upon the judgment of a group of self-appointed critics and quizzers. The proceeding is presumptuous in that it precludes confidence in the integrity and judgment of the candidate to deal with school problems. The quizzer says: "You may be capable and highminded, but if any one of your answers does not suit me, I will vote against you."

A discriminating constituency is a blessing in any community. The citizen who is called upon to cast his ballot for a board-of-education member must know who and what the candidate is. He must satisfy himself that the aspirant measures up in point of character and ability to the desired standards and gives promise of efficient service. To hold that the candidate must stand or fall on a single issue of temporary import narrows the choice down to a discriminating and untenable act. A splendid candidate may be defeated because he does not respond to the whims of a group of busybodies.

The community that is afflicted with a nagging, prying and exacting coterie of obstructionists, must rid itself of such an evil by rising to a sensible and equitable approach to the selection of a board of education. A public quiz proceeds from a lack of confidence, and seeks to determine the choice of candidates upon a basis of personal predilection rather than upon sound popular judgment.

THE HOME VERSUS THE OUT-OF-TOWN TEACHER

There is probably no question in school administration which has led to more acrimonious debate than that which deals with the employment of teachers involving the question of residence. Local pride stands for the local aspirant. A taxpayer's daughter has been trained to teach school and he holds that she is entitled to the first vacancy that presents itself. He deems it unfair to compel his daughter to teach elsewhere when she might fill a position in the home town.

As a rule, boards of education are quite clear on this subject. The announced rule that "all things equal, the preference goes to the home-town applicant," is usually given a liberal interpretation. Home talent seldom suffers discrimination in favor of outside talent. And yet there are communities in which the school authorities have set high standards and in which mere local appeal counts for little. The best applicant is chosen regardless of residential considerations.

In fact, there are communities in which the public and the press welcome the out-of-town teacher and where it is even urged that the preference be given to outside talent. In line with this thought the editor of the Lacon Home Journal, established in 1837, and published at Lacon, Ill., recently said:

"It has been the editor's opinion for years that where qualifications are on a par, the out-of-town teacher should be the one hired. Probably no more debatable subject could be found than this one, because many will point out that since Lacon taxpayers dig up the money for teachers' salaries, then it would be only logical that Lacon residents should be given the preference on the teaching staff.

"Be that as it may, the editor has been of the belief for some time that a school system in which the teaching corps has a large number of home town residents has a tendency to be 'in-growing.' By that we mean, the tendency is to make the instruction, the inspiration and the discipline too provincial, too local. In these days demanding a broadening experience, every effort should be made away from this provincialism, not toward it.

"Furthermore, in case home town teachers are hired, and rehired year after year, the time comes when to serve the best interests of the school certain changes are deemed advisable. Board members find themselves in extenuating circumstances at times to release home town teachers because of friendly obligations incurred through the years.

"A home-town teacher also faces the proposition of finding it more difficult to make good in her home town. She is well known by both patrons and pupils. Both capitalize on her weak points."

It takes some courage on the part of a local editor to say these things. But the soundness of his position cannot well be challenged. It demonstrates at least that there are two sides to the question and that many communities would be benefited if they would occasionally recognize the other side of the question.

THE DANGERS OF A LIGHT SCHOOL-ELECTION VOTE

Several newspapers recently commented on the light vote that had attended their respective communities in the election of board-of-education members and the approval of school-bond issues. Nothing had gone wrong in these elections. Good people were chosen and the bond issues went through successfully.

Nevertheless, some of the newspapers recognized the dangers of an apathetic voting constituency. In Duluth a $350,000 school-bond issue was under consideration. A ridiculously small proportion of the voters manifested enough interest to record their wishes at the polls. The Duluth Herald, in commenting on the situation, said:

"A situation like that is full of danger and temptation to mischief. It gives those in power too great a sense of security. It opens the way, if the disposition exists, for any amount of trouble, even for corruption.

"It is a situation, therefore, that ought to be changed. It could be changed if the people would turn out to vote at school elections, but they won't. So another way must be found.

"Holding school elections by themselves in midsummer brings out so small a vote that a small and well-organized group that knows exactly what it wants, can almost invariably make its will prevail. Holding school elections at a time when thirty thousand voters will take part instead of three thousand will make that situation impossible."

The remedy is here sought through the merging of the election of school-board members with the election of city officials. While this plan is followed in many communities it cannot be said to be an ideal one. It has been found that the candidates for the board of education become the tail-enders on a ticket headed by the mayor and followed by a list of city officials who wage a vigorous campaign.

The interest of the public is usually centered upon the head of the ticket rather than upon the tail end. The candidates for city officers will do some energetic and vociferous electioneering while the board-of-education candidate maintains a passive attitude. They become submerged in the heat and hurrah of the city campaign.

Where the plan of holding school elections in conjunction with general city elections is observed, there is a tendency to believe that the one should be separated from the other. It is believed that were separate school elections held, the public will vote with greater discrimination as to candidates and issues. Of course, school elections ought not to be held in midsummer. There are other seasons in the year better suited to draw the voter to the ballot box.

A light vote at a school election usually indicates that the public is well satisfied with the existing status of things. The election or reelection of members of a board of education may not involve any particular policy as to the conduct of the schools. The acceptance of a school-bond issue may be deemed a foregone conclusion. Why bother about going to the polls!

The fact remains, however, that where the vote is small, the undesirable candidate who exerts himself, may slip in. Also that a most laudable school-bond issue may be defeated because the thoughtful and progressive citizenship remained at home while the obstructor and tax kicker went out and voted. The constituency should never fail to record its choice for boards of education with the same interest and discrimination that it employs in choosing a city mayor or a set of aldermen. Good schools are a prerequisite to good government.

EXTERIOR DESIGNS IN SCHOOL ARCHITECTURE

There is a vast difference between the school structure that was erected twenty-five years ago and the school edifice of a modern day. While the interior arrangements have undergone changes designed to adapt the plant more nearly to the work to be accomplished therein, the exterior has undergone a complete transformation.

We need only to point to the old structures found in many communities with their high tapering roofs, not only unattractive in design, but involving a constant expense in keeping superfluous ornamentation in repair. The high roofs provided useless space and the towers required costly rehabilitation.

The modern school structure is neat in design, is equipped with a flat roof which is economical in upkeep, and expresses on the whole the purpose for which it was constructed. The so-called factory style of school buildings has found favor because of its unpretentious exterior. There has been a tendency in some sections of the country to carry simplicity of style to the point of severity. There are school buildings that look as austere as a prison.

This fact has come to the attention of the school authorities at Springfield, Missouri, where a $1,500,000 building program is in hand. Superintendent H. P. Study says: "We must get away from the prisonlike effect of too many school buildings of today. The character of a city is largely judged by its buildings. Historians of the future will use the architectural index to judge the spiritual worth of our period, and they will be right. I don't believe we realize the extent to which spiritual values are expressed and fostered by architectural beauty.

"A schoolroom should have more than four walls, it should be interesting and attractive; and I believe that it represents real economy in the long run to make it so, because of the influence of pleasant surroundings on the intellectual development of the child."

Mr. Study makes another good point when he says: "If we are going to try to teach order, system, and good organization, we cannot do it effectively in poorly coordinated buildings and grounds; if we wish to develop imaginations and appreciation of aesthetic values, we cannot do it in rooms of the 'soapbox' style. Most school buildings today are no more interesting than a dry-goods box.

"Individuality in architecture and in surroundings has a definite effect on the mind," Mr. Study explains. "Of course, this influence is unconscious, and just because it is unconscious, we have been inclined to neglect the effect of beautiful lines and beautiful color. I do want to see us get away from uninteresting monotony, and have rooms that are bright and cheerful."

Since the modern schoolhouse is the pride of the community, its architecture ought to be the best expression of that great art. The exterior design should be impressive in proportion and design, and in keeping with the high purposes for which it was planned and erected.

Index of School Bond Prices[1]

Harold F. Clark, Teachers College, Columbia University, New York, N. Y.

The net interest rate on all school bonds sold in the month of July was 5 per cent. The net interest rate on all school bonds sold in June was 4.97 per cent. As the figures show, the July rate was .03 of one per cent higher than the rate in June. This further increase in July carries the index to the highest point it has reached in recent years.

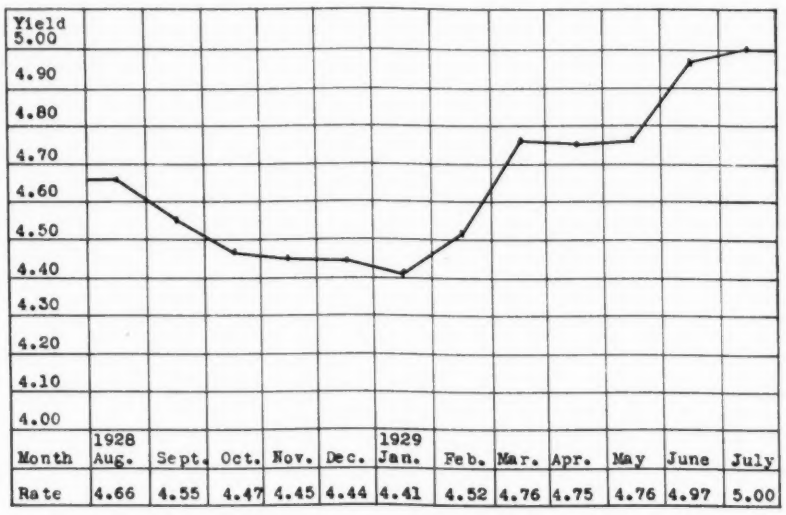


TABLE I. AVERAGE YIELD OF ALL SCHOOL BONDS SOLD DURING THE MONTH

Interest rates have reached such a high level that all public authorities should seriously consider postponing bond issues if at all possible. Since interest rates have continued to increase for so long the question might well be asked, Will not rates continue to rise? As a matter of fact, there is every reason to think that the next few weeks will see the highest interest rates that have been paid for many years. On August 8, the Federal Reserve Board allowed the New York Bank to increase the rediscount rate from 5 to 6 per cent. This increase represents one of the largest raises in rate that has ever been put into effect at one time. Six per cent is the highest discount rate that has been quoted by a Reserve Bank since the post-war depression of 1921.

This change in rate by the Reserve Bank is almost certain to lead to substantially higher interest rates on school bonds. How long such rates will last will depend almost entirely upon the success of the higher rate in reducing loans on stock-exchange collateral. If such loans could be sharply reduced within the next few weeks, the Reserve Board might see fit to lower the rate to assist the fall crop movement.

TABLE II
Amounts and Yields of Bond Issues[2]

1. School bonds sold during the month of July	$ 12,745,200
2. All municipal securities sold during the year (to date)	697,850,000
3. All school bonds outstanding (estimated)	3,259,000,000
4. Average yield of all school bonds outstanding (estimated)	4.63%
5. Yield of school bonds of ten large cities	4.58%
6. Yield of United States long-term bonds (quotation the middle of January)	3.71%

[2]The monthly total of school bonds does not include all the bonds issued in the month, due to the difficulty of obtaining the yield on some of the issues.

The range of interest rates on bond issues sold in July was from slightly over 4 per cent to over 6.50. There were more issues carrying interest rates of more than 6 per cent than in any recent month.

The total amount of school bonds sold in July was slightly smaller than in June. The sales in July were slightly over $12,000,000 as compared with $15,000,000 in June. The continued high interest rates doubtless had something to do with this contraction in volume.

Some school districts have been attempting to obtain the lowest possible interest rate by setting up a great many conditions to the bond issue and allowing the bondhouse to submit a bid under varying conditions. The following quotation will show how complicated some of these conditions are:

"Bondhouses are asked to submit bids specifying (*a*) the lowest rate of interest and the premium, if any, above par at which they will purchase the bonds, or (*b*) the lowest rate of interest at which bidders will purchase the bonds at par. It is further stipulated that all bids must conform with these conditions and with one or more of the following methods of delivery: (1) On the basis of delivery on October 1, 1929, of the full amount of $1,000,000, or any part thereof not less in amount than $250,000; (2) on the basis of delivery in installments of $250,000 each on October 1 and November 1, 1929, and January 1 and February 1, 1930; (3) on the basis of delivery on October 1, 1929, of $250,000 and the delivery of the balance of $750,000 at optional dates in amounts of not less than $150,000 a month."

Such complicated conditions tend to defeat their own purpose. The conditions on some of the issues were so complicated that many bondhouses refused to bid on them. A much wiser policy is that followed by the State of New York in its recent attempt to sell a large issue of short-term notes. In the first place, short-term notes were issued rather than bonds which was a very wise thing to do. In the next place, conditions were investigated to see what would probably bring the best bid and those conditions were connected with the issue. This, of course, requires either expert knowledge or expert financial advice. Many school boards do not have the one and do not consider it important to get the other. In the long run, money would be saved by obtaining expert advice on such matters.

Table IV shows that interest rates on long-term Federal Government bonds have continued to rise. Interest rates have reached as high a point as they were in 1925.

Table V shows that stock prices have continued to increase at a very rapid rate. From January until June average monthly stock prices remained remarkably constant. But beginning in

(Concluded on Page 118)

TABLE V
Security Prices and Yields[7]

Date	Average Price of 393 Stocks (1926 Average = 100)	Average Price of 60 Bonds	Average Yield on 60 High-Grade Bonds
1929			
August	204.3[8]	95.1[8]	4.74[8]
July	207.1[8]	95.2[8]	4.73[8]
June	190.7	95.3	4.73
May	187.8	95.7	4.70
April	186.6	95.8	4.69
March	189.1	95.8	4.69[8]
February	186.5	96.3	4.65
January	185.2	97.0	4.60
1928			
December	171.4	97.2	4.59
November	171.1	97.8	4.55
October	159.1	97.5	4.57
September	156.6	97.5	4.57

[7]As reported by Standard Statistics Company, Inc. Used by special permission.
[8]Not final.

TABLE III
Bond Sales and Rates[3]

Year	Bond Sales: School	Bond Sales: Municipal	All Public and Private	Average Rates: Year	Average Rates: Municipal
1928	$240,000,000[4]	$1,413,000,000[4]	$ 8,000,000,000	1928	4.45
1927	266,000,000	1,509,000,000	7,735,000,000	1927	4.49
1926	260,000,000	1,365,000,000	6,311,000,000	1926	4.61
1925	323,000,000	1,399,000,000	6,223,000,000	1925	4.58
1924	288,000,000	1,398,000,000	5,593,000,000	1924	4.26
1923	206,000,000	1,063,000,000	4,303,000,000	1923	4.76
1922	237,000,000	1,101,000,000	4,313,000,000	1922	4.81
1921	215,000,000	1,208,000,000	3,576,000,000	1921	5.18
1920	130,000,000	683,000,000	3,634,000,000	1920	5.12
1919	103,000,000	691,000,000	3,588,000,000	1919	5.04
1918	41,000,000	296,000,000	14,368,000,000	1918	4.90
1917	60,000,000	451,000,000	9,984,000,000	1917	4.58
1916	70,000,000	457,000,000	5,032,000,000	1916	4.18
1915	81,000,000	498,000,000	5,275,000,000	1915	4.58
1914	42,000,000	320,000,000	2,400,000,000	1914	4.38

[3]By special permission, based upon sales reported by the Commercial and Financial Chronicle.
[4]Not final.

TABLE IV
Average Yield of Long-Term Federal Government Bonds[5]

Past Twelve Months: Month	Rate %	Past Six Years: Year	Rate %
1929		1928	3.437
Aug.	3.73[6]	1927	3.464
July	3.72[6]	1926	3.544
June	3.71	1925	3.797
May	3.67	1924	4.010
April	3.67	1923	4.298
Mar.	3.76	1922	4.301
Feb.	3.66		
Jan.	3.59		
1928			
Dec.	3.53		
Nov.	3.48		
Oct.	3.55		
Sept.	3.54		

[5]Taken from Federal Reserve Bulletin.
[6]Not final.

TABLE VI
Revised Index Number of Wholesale Prices[9]

Past Twelve Months: Month	All Commodities	Building Materials	Past Six Years: Year	All Commodities	Building Materials
1929					
Aug.	97.1[10]	96.2[10]	1928	97.7	93.7
July	97.2[10]	96.3[10]	1927	95.4	93.3
June	96.4	96.4	1926	100.0	100.0
May	95.8	96.8	1925	103.5	101.7
April	96.8	97.9	1924	98.1	102.3
Mar.	97.5	97.8	1923	100.6	108.7
Feb.	96.7	97.5			
Jan.	97.2	96.6			
1928					
Dec.	96.7	96.8			
Oct.	97.8	95.0			
Nov.	96.7	96.0			
Sept.	100.1	94.7			

[9]United States Bureau of Labor Statistics. 1926—100.
[10]Not final.

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ALAMEDA, CAL.





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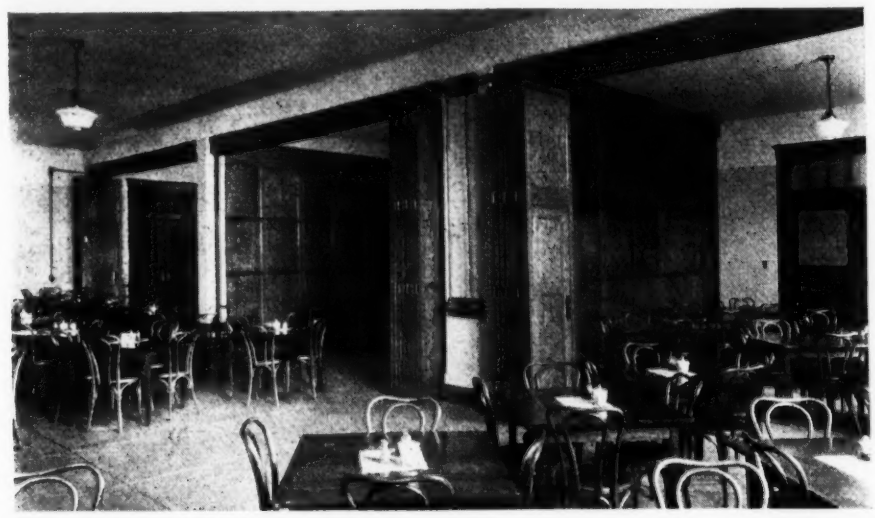
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CIRCLE A Folding Partitions are a complete improvement over any folding partitions on the market. Mechanically operated by roller chains—not ropes or cable—hence the drive is positive.
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A Study of the Per Capita Cost of City Schools

Under the title of "Per Capita Costs in City Schools, 1927–28," Mr. Frank Phillips of the U. S. Bureau of Education, has presented the results of a study of per capita costs for alternate years 1924 to 1928. In the study an effort was made to select cities that would best represent the country geographically, as well as those that would fulfill other requirements. Cities were grouped according to size as determined by the Federal census of 1920. The number of pupils in average daily attendance was the basic figure in making the computations. The report contains data for 250 city school systems for the year 1927–28.

In the report, Mr. Phillips shows that in 1924, the per capita cost for all current expenditures for cities with a population of 100,000 or more was $95.64; in 1926, $104.82; and in 1928, $113.69. For cities with a population between 30,000 and 100,000, the corresponding figures are: $78.12, $92.85, and $96.78. For cities with a population between 10,000 and 30,000 they are: $73.90, $85.38, and $93.12; and for those between 2,500 and 10,000: $74.91, $74.80, and $81.32. With one exception, these costs are higher for large cities than for smaller ones, and higher for later years than for earlier years. In cities with a population above 10,000, the increase in cost was greater between 1924 and 1926 than it was between 1926 and 1928. Taking all cities together, the increase in cost was about eleven per cent between 1924 and 1926, and less than eight per cent between 1926 and 1928.

The total per capita costs, it was shown, vary greatly among the larger cities. The highest in cities with a population of 100,000 and more is in Yonkers, with a cost of $157.37 per pupil, and the lowest is in Birmingham, $59.02, a ratio of nearly three to one. General control, or overhead costs, vary from less than $1 per pupil, or 1.2 per cent of the total, in New Orleans, to nearly $7, or 5.1 per cent of the total, in Los Angeles. Pittsburgh pays $5.28 per pupil for administration; Chicago, $4.74; Cambridge, $4.75; Springfield, $4.60; and Boston, $4.17. Among the cities spending less than $2 for administration are Dayton, Camden, Birmingham, Norfolk, and New Orleans.

These 35 large cities spend an average of $86.38, or 76 per cent of the total current expense, for instruction. The highest instruction cost for this group is $127.18, or 80.8 per cent of the total, for Yonkers; and the lowest is $49.15, or 83.3 per cent of the total, for Birmingham. The cost for instruction in Yonkers is $3,000 for each teacher, supervisor, and principal, while in Birmingham it is $1,534. The cost of general control and instruction, the larger part of which is for salaries, constitutes nearly 80 per cent of the total current expenditure in these large cities. It is noted that more variation exists in the per cent going for general control in this group than in that going for instruction.

In the group cost of operating the plant, which includes salaries of building employees and payments for fuel, light, power, water, and building supplies, varies from $3.99 per pupil in Birmingham, to $18.49 in Springfield, Mass. The average for the group is $11.55 per pupil.

The cost of maintaining the school plant in this group varies from $1.89 per pupil in New Bedford, to $11.27 in Buffalo. The average is $6.16. Maintenance costs include repairs and upkeep of grounds, buildings, and contents. Maintenance and operation costs are higher in the north, where more fuel is needed, and where buildings must be made warm, than in the south, where the climate is mild.

In 60 cities having a population between 30,000 and 100,000, per capita costs vary about as they do in the larger cities, although such costs are slightly lower, with the exception of the amounts spent for auxiliary agencies and coordinate activities in these cities. Kalamazoo spends $10.66 per pupil; Mt. Vernon, N. Y., $10.29; and Hamtramck, Mich., $8.32 for these items.

Hibbing, Minn., which is included among the 75 cities having a population between 10,000 and 30,000, has a higher total per capita cost than any other city included in the study—$216.77. In this group, Montclair, N. J., follows with $182.21, and Santa Monica, Calif., comes next with $169. The highest per capita cost for instruction in all cities is $139.05 for Montclair, N. J.; the next is $132.13 for Modesto, Calif.; then Yonkers, N. Y., with $127.18, and Hibbing, Minn., with $126.18.

The lowest total per capita cost for all cities is $25.57 for Phenix City, Ala., then follows Rome, Ga., with $28.65, and Troy, Ala., with $38.24. The lowest per capita cost for instruction is $21.88 for Phenix City, Ala., and this is followed by $24.09 for Rome, Ga., and $31.60 for Troy, Ala.

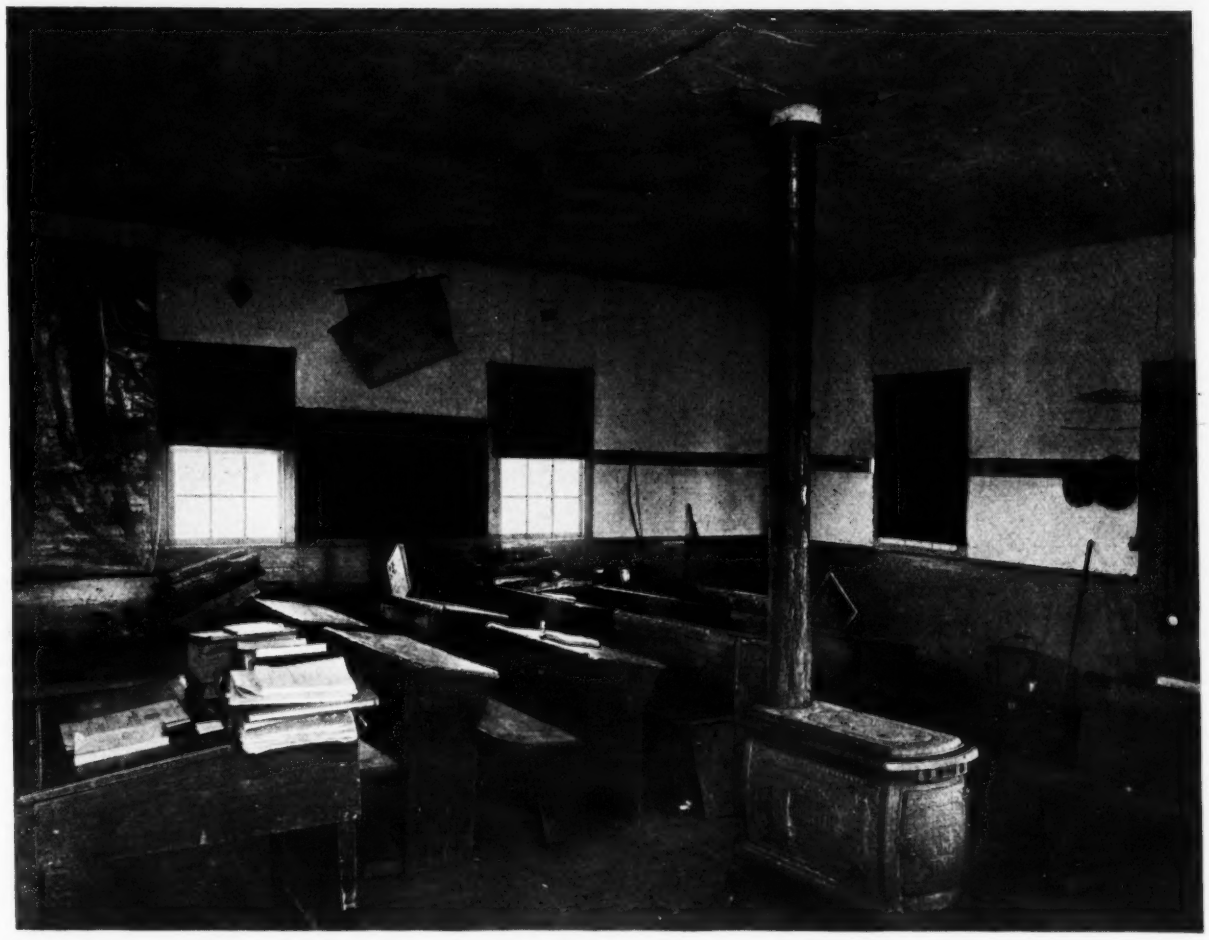
Dublin, Ga., pays the highest portion of current expenses for general control—11.6 per cent; while New Orleans pays the lowest—1.2 per cent. The lowest average portion for general control for the groups of cities is 3.2 per cent for cities with a population between 30,000 and 100,000, while the highest is 5.5 per cent for cities between 2,500 and 10,000.

The portion of total cost going for operating expenses increases from 10.2 per cent for the larger cities, to 12.2 per cent for the smaller cities. The average amount spent per pupil by these groups varies from $9.91 for the smaller cities, to $11.55 for the larger cities. Among the

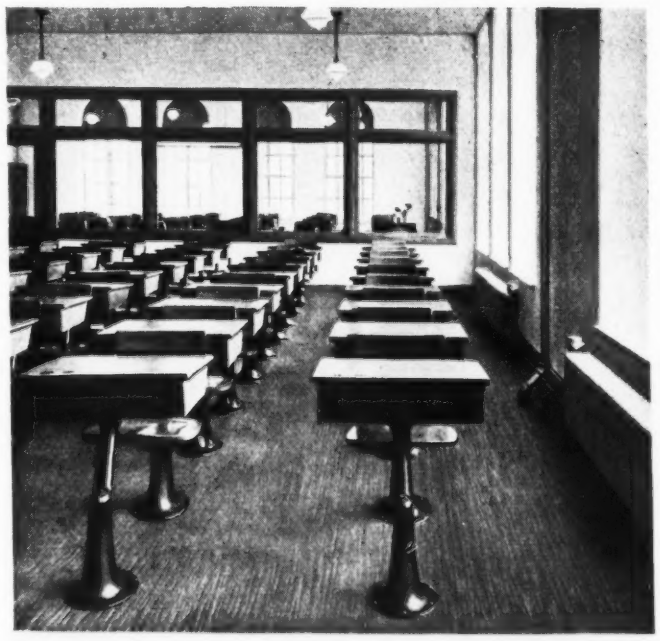
(Concluded on Page 72)



Few schools today are as antiquated as the one illustrated here. Yet many still have floors which call to mind the "little red schoolhouse."



Yesterday and TODAY



PICTURED here is a classroom in Regina High School, Norwood, Ohio. 4,465 square yards of *Sealex* Jaspé Linoleum were installed throughout the classroom area of this building together with 4,357 square feet of *Sealex* Treadlite Tile in the corridors.

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WE don't find "period furniture" in the schoolroom, of course, but its appointments and equipment may mark it as belonging to the past quite as plainly as though it were filled with the red plush and horsehair of the Victorian days.

In this progressive age, nothing "dates" a schoolroom as do old-fashioned floors. Today, we have resilient school floors—Bonded Floors of *Sealex* Linoleum and *Sealex* Treadlite Tile (cork-composition). So great an improvement over the old, noisy, unsanitary variety that no comparison is possible!

Their sound-deadening qualities aid concentration. Their resilient surface is pleasant to walk upon. They are sturdy and durable. They insulate against heat and cold. And because they are made by the exclusive *Sealex Process*, they are highly sanitary and easy to clean. Ink, greasy foods, fruit juices—such things are mopped up without a trace of damage from these *spot-proof*, *stain-proof* floors.

If you are planning a new school or remodeling an old one, write for our booklet entitled, "*Facts You Should Know About Resilient Floors for Schools.*"

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Grosse Pointe High School, Grosse Pointe, Michigan *Architect:* George J. Haas, Detroit *Contractors:* Carl S. Barry Company, Detroit



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—For these better steel windows by their inherent beauty add grace, character, restraint to the architectural design and give the building advantages which involve the health, comfort, convenience of teachers, pupils and caretakers.

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(Concluded from Page 73)

individual cities, Chisholm, Minn., heads the list with an expenditure for the year of $48.55 per pupil, and Hibbing, Minn., comes next with a cost of $35.24. The lowest amount spent per pupil for operation is $1.43 for Moss Point, Miss,. followed by Phenix City, Ala., with $1.47, Troy, Ala., with $1.80, and Rome, Ga., with $1.87 per pupil.

The portion of the total cost spent for maintenance varies from 3.5 per cent in the smaller cities, to 5.4 per cent in the larger cities, and the average amount varies from $2.83 in the smaller cities, to $6.16 in the larger cities. Hibbing, Minn., heads the list of cities with a cost of $17.38 per pupil, and Hackensack, N. J., follows with $12.31. The lowest cost per pupil is 14 cents for Richmond, and Greenville, N. C., and 15 cents for Moss Point, Miss.

The portion spent for fixed charges varies in these groups from 1.6 per cent to 2.2 per cent. Many cities report no expenditure for fixed charges, while Buffalo and Chisholm, Minn., each report an expenditure of $8.28 per pupil. Hibbing, Minn., while heading the list for expenditures for other items, reports only 16 cents per pupil for fixed charges.

Fixed vs. Movable Seating

To the Editor:

I have just finished reading an article in the July issue of the SCHOOL BOARD JOURNAL entitled "A Study of School Desks and Seats." The author pointed out in an able manner many of the advantages as well as disadvantages of each type of school seating, but he has evidently taken it for granted that no particular type of seat has an advantage over another so far as classroom management and control is concerned. In my opinion this is one question which next to the hygienic advantage ought to be of most concern to those who are contemplating the purchase of new seating equipment and who are now at the point of settling upon the type of seating to select.

For the sake of discussion, I am asking this much debated question, "Shall we have fixed or movable seating equipment"?

The majority of educational theorists will answer back without a particle of hesitation "Movable by all means." Their reasoning is somewhat as follows: Children should be allowed the freedom of changing the position of their chairs, or their chairs and desks, as the case may be. Teachers are employing the socialized type of recitation these days in which an orderly sitting is not so desirable or advantageous. The individual teacher can group children about her so that the children can see, hear, and examine things more closely and so that the teacher in turn can hold their attention closely. Finally the theorists tell us that the fixed type of seating is more sanitary because it can be moved out of the way when the floor is being swept or cleaned. These and many other items have been enumerated as advantages of the movable over the fixed type of furniture.

I wish it understood at the outset that I am not opposed to movable furniture for all departments of school work. For instance, flat-top tables and chairs for the kindergarten, tilted-top tables and chairs for the commercial department, and an occasional high-school room equipped for lecture purposes with movable furniture can be well recommended. But, generally speaking, I stand for seating that is fixed to the floor. Why?

A year or so ago I had occasion to observe a so-called model class in one of our larger universities. It was a fifth-grade class of about ten girls and an equal number of boys. The seating was of the movable type. The children were told to form a semicircle about the teacher, which they did. The teacher was above the average so far as subject presentation was concerned. The children were above the average in ability and interest.

Here is what happened because the seats were movable and handy so that the children could change them at will: Two boys without taking their eyes off the teacher sparred with their legs and to gain an advantage in the match moved closer together. It was not long before the merry-makers were hand sparring whenever the teacher's back was turned. Their chairs scraped the floor a number of times and caused annoyance to the whole group. Such was the program for the entire class period.

Would the discipline of these boys have been better had they been seated in fixed positions? In this particular case as in others that I have observed, I felt that it would. The boys respected the teacher, but because they could be out of order and yet resume order with little movement, they took advantage of her.

Not long ago in one of our schools I observed a monument to the movable seat movement. A room had been furnished with movable chairs to serve as a classroom in the high school. The furniture was not two years old before the principal had the chairs properly spaced and securely kept in this order, by having boards nailed beneath the seats. I know that this particular school has always been a well-disciplined institution, but movable equipment had to go in this particular case to preserve the most desirable type of order. At least this is the way the authorities felt as a result of their experiment.

I went to inspect the new equipment in another school a few months ago. I visited one room, noted the appearance of the furniture

(Concluded on Page 74)

How do you judge *the* BEST VALUE *in window shades?*

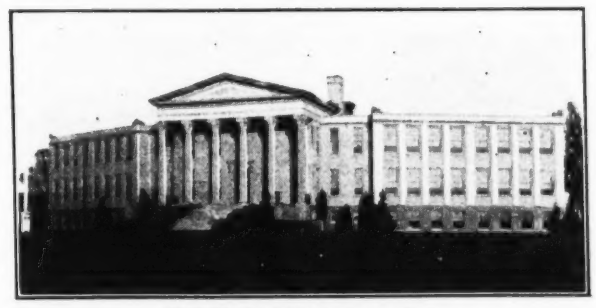
Does first cost represent best value? Compare any estimate you would be willing to accept with what that amount of money would do if invested in *Columbia Window Shades* mounted on *Columbia Rollers.*

Does low maintenance represent best value? Compare your figures on repairs and replacements with *Columbia's* record: an accurate survey has shown that the annual upkeep runs as low as 25 CENTS for each 100 DOLLARS of original investment!

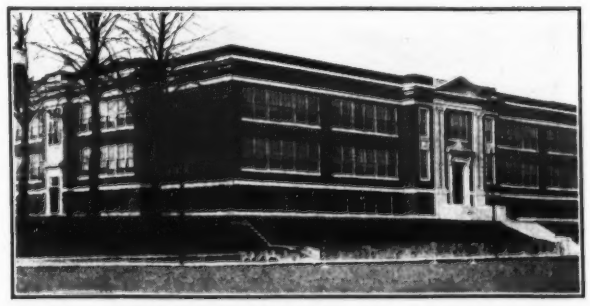
Does serviceability represent best value? *Columbia* serviceability begins in the roller. The spring in *Columbia* Rollers has more reserve power than in ordinary rollers. This means greater lifting power and longer life. *Columbia* Rollers have nickel-plated ferrules of brass instead of the usual steel. This makes the roller rust-*proof*, not merely rust-*resisting*. And the bearings are permanently self-lubricating.

For hard usage (as in schools) consider *Columbia* Damasko Hevi-Duty unfilled cambric shade cloth. It is *guaranteed not to crack, tear, show pin holes or stretch out of shape.* This closely woven, fine-textured fabric possesses the highest degree of durability.

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Architects: William R. Walker & Son
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Send for your Copy of "Window Shades"



This useful book tells all about window shades, window shade rollers and roller brackets, approved methods of hanging window shades and suggests the most suitable type of shade for each kind of building. It also contains the useful "Standard Specification for Window Shades." For your copy mail the coupon to The *Columbia* Mills, Inc., 225 Fifth Avenue, New York City.

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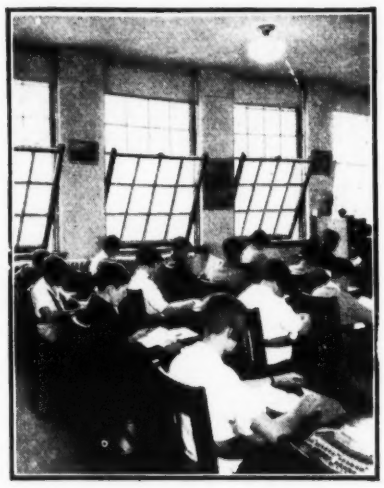
"Fewer Colds *with* Fresh Air Ventilation", *Says U. S. Expert*

A STUDY by the U. S. Public Health Service, of absences of public school pupils due to respiratory illnesses, shows fifty per cent less illness among children in rooms ventilated by fresh air, than among pupils in mechanically ventilated rooms. Details of the study will be furnished on request.

Williams Reversible Windows allow a maximum of fresh air and healthful sunlight to enter the schoolroom. Both sash can be tilted to any desired angle, deflecting air currents to the top of the room and thus eliminating dangerous drafts.

With Williams Equipped Windows both top and bottom sash are completely reversible, permitting windows to be cleaned from the *inside* at a considerable saving in cleaning costs.

Williams Reversible Window Equipment is now insuring an abundance of fresh air and healthful sunlight, in some of the largest schools in the country.



THE WILLIAMS PIVOT SASH COMPANY
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For twenty-five years manufacturers and installers of Reversible Window Equipment.

WILLIAMS REVERSIBLE WINDOW EQUIPMENT
Clean Your Windows from the Inside

(A)

(Concluded from Page 72)

there and presumed from its outward appearance that it was some which had been "moved over" from the old school building. Imagine my surprise when the principal pointed it out as new equipment. He informed me upon inquiry that the children and the janitor in moving the desks about had knocked the desks together carelessly and had thus caused the mars, scratches, and nicks that gave them the worn, old appearance.

Are there types of fixed seating equipment which allow every advantage that is desirable in seating detail? I feel positive of it. In the old days fixed seats and desks were all that the term implies, but today we have fixed furniture that is adjustable as to height, seats that tilt, swivel, and give proper back support. The simple, modern design of the present-day model makes it easy to dust and clean under.

The fixed type of seating is with us to stay, not because it is the oldest or the cheapest, but because it is the best type that is most generally suitable to take care of seating problems.

Raymond W. Nash.
Superintendent of Schools,
Ticonderoga, N. Y.

Starting the New Year Right

How Principal Hunter of Live Oak, Calif., Provides Teachers with Definite Recommendations for Their Professional Conduct

Teachers frequently start off the new year "on the wrong foot" when they are unacquainted with the policies and precedents of the local school system, and when they do not receive from the superintendent or the principal, specific instructions concerning major and minor duties which will be expected of them.

To correct misunderstandings and to avoid petty annoyances on the part of teachers, Mr. Hugh A. Hunter, of the Live Oak High School, Live Oak, Calif., prepares a faculty bulletin which he places in the hands of each teacher at the beginning of the year. In this bulletin he lays down principles and provides specific instructions on many points of duty which the teachers are expected to perform during the school year. The bulletin is in the hands of the teachers before the school year opens and is the basis of the first teachers' conference on the opening day.

This notice is issued for the guidance of teachers in routine matters, to make certain requirements clearly understood and to remove as many likely causes of misunderstanding as possible. Each teacher should do all she can to see that the general policy of the school is carried out.

1. *Discipline* causes the failure of more teachers than any other one thing. Without good discipline there can be no worth-while instruction. Discipline should not be apparent, but the mode of good behavior must be established and maintained. To avoid disciplinary troubles, set your standards of good order, punctuality, scholarship, neatness, good manners, etc., the first day. Then insist on your standards throughout the rest of the year. Be discrete and judicious in all matters of discipline. Avoid haste and prejudice, but insist firmly on good order. A great help in discipline is to anticipate and remove as many of the causes of disorder as you can. In all disciplinary problems you may count upon my help and support.

2. *Study Halls* are not places for students to read magazines, draw pictures, write notes, mark on desks, or for teachers to read newspapers, or sleep. See that students are settled promptly, and that each one works. Teach them how to study and help those in difficulty, but do not do their work for them out of mistaken kindness. Also see that certain good students do not do all the thinking for other not-too-honest ones. Allow no one to leave the room without a permit to travel.

3. *Untidyness*, combat it from the first, at all times, all places and in all ways. Keep rooms neat and as orderly as possible: desks, chairs, etc., in order; trash in wastebasket, and floors free from all litter. Desk blotters should be neat, and blackboards erased. Allow no marking on school property, whether texts, maps, walls or furniture. Insist on the ideal of careful workmanship at all times.

4. *Posture* must be watched. Allow no slouching around whether at seats or at the board. If pupils aren't able to sit up, send them to the office to be excused.

5. *Manners* should be checked up by each teacher. Teach pupils to be pleasant and friendly; remove hats, chew gum elsewhere, and not to sit on either pupils' or teachers' desks or tables.

6. *Errands* should be attended to in out-of-school hours. Since the school stands in *loco parentis*, the office must know where each pupil is every minute of the day. So teachers are not authorized to excuse pupils or to send them on errands except through express permission from the office. No pupil is to leave the premises without permission from the office. Will you help me in impressing this upon each student?

In case of emergency, as when necessary to send a pupil to take another home in case of illness, please notify me immediately.

7. *Noon Duty* is required of each teacher. Your period is indicated by the chart in the office. Noon duty, always important, is particularly so at the beginning of school, or on rainy days.

8. *Classes* should begin on time and end promptly. Work should continue throughout the hour. Start your class the first day; continue it the very last day. We have no right to waste a pupil's time, and schools are not retaining teachers who have nothing to contribute.

9. *Classification* as practiced in this school. Divide your classes into X Y Z groups according to mental ability, your estimate of their ability and their willingness to do the work. Demand and get more from your X and Y groups.

10. *English* is taught by every teacher in the school. Insist on good English in every class and in every school activity. Written work should be neat, in ink, and on uniform sheets of paper.

(Concluded on Page 77)



An Orchestra in the Hollow of One's Hand

Which is only another way of saying—Western Electric Music Reproducer. But *this* "orchestra" is one that's never tired — always ready — and costs but a few cents a day.

Its rich, full-timbred music is entirely orchestral in quality and volume. Yet it operates, at low cost, on ordinary phonograph records.

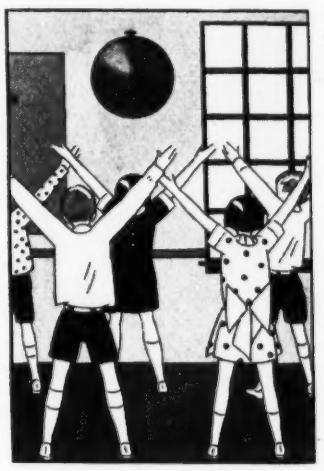
In conjunction with the Western Electric Public Address System, its music may be wired to every room in the building—and switched on or off at will. Or one may have a microphone for principals' announcements, or radio pick-up and distribution.

Which means, in a school, a valuable adjunct to musical appreciation courses. It means, too, music for any number of purposes — for marching, for exercises, for singing accompaniment. It means good music, of any kind, *when* and *where* it's wanted.

The mechanical and engineering quality of this equipment is guaranteed by the name of the makers —the makers of the nation's telephones. For further information, consult the distributor, Graybar Electric Co., Graybar Building, New York, N. Y. Offices in 72 principal cities.



The Music Reproducer plays anything on standard laterally cut records.



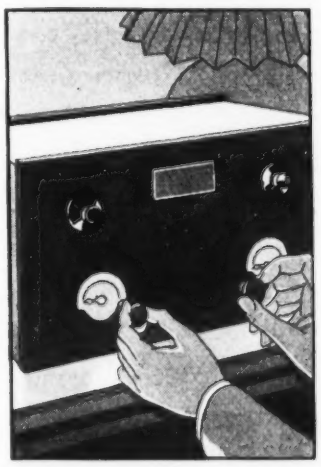
Exercises and folk dances are given new zest with music—via loudspeaker.



The principal's voice may be heard in 15 (or 150) rooms at once.



—One school architect says "For fire use alone, it would more than justify itself."



Music appreciation courses—current events — any radio program can be heard by all.

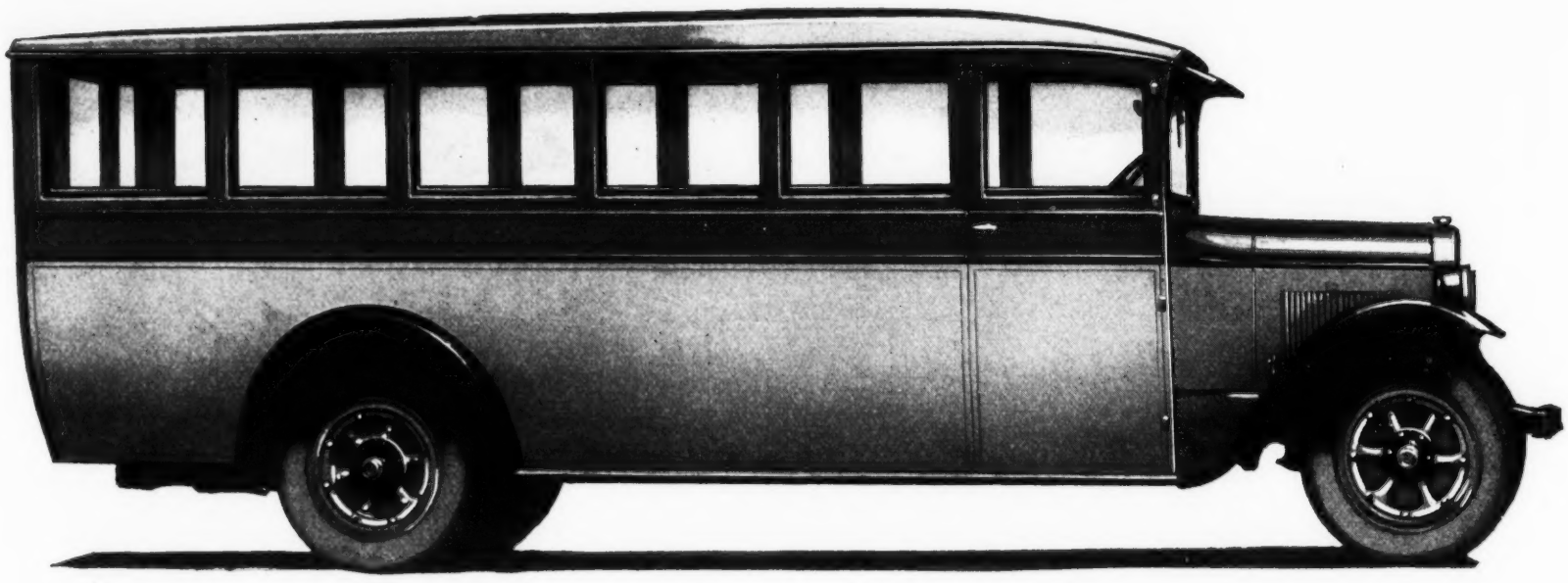


A child's voice can fill any auditorium when amplified as the System permits.

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Friend of child and parents - - ally of school officials!

The popularity of Dodge Brothers School Buses is definitely proved by the exceptional increase in sales—this year and in years past. The *why* of that popularity is primer-clear to those who know these attractive buses through actual experience with them.

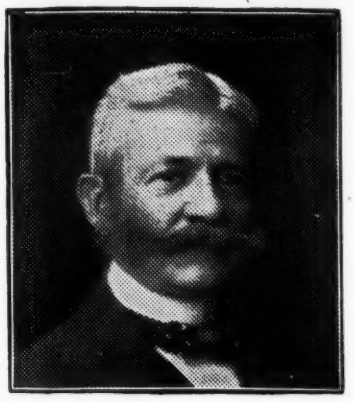
Built complete—Dodge body and Dodge chassis. Engines are smooth and powerful. Brakes are four-wheel hydraulic—sure, quick and quiet. Seats are comfortable. Windows are wide and clear. The weatherproof bodies are staunchly built. Doors are driver-controlled. All chassis parts are unusually sturdy. Tires are large and correctly proportioned for riding ease and long life. Drivers find the buses easy to control. Such features as these insure comfort, safety and dependability—qualities valued by both children and parents.

Knowing all this, and knowing also with what outright economy pupils are carried in Dodge Brothers School Buses, school officials the country over have selected these allies with confidence—and have continued to choose them for additions or replacements.

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BUY THE BEST BUY LESS SAVE MORE

THE HOLDEN PATENT BOOK COVER CO.

Miles C. Holden, President **Springfield, Massachusetts**

(Concluded from Page 74)

11. *Texts* must be stamped and numbered before issue. Cards must be filed in office. Pupil should write name in text at proper place. Impress upon pupils that they must not mutilate or lose texts. Issue only texts in good condition. Teach pupils how to open a new book.

12. *Supplies* must be bought by requisition through the office. Teachers and pupils are not authorized to buy for the school. A proper form is provided. The school furnishes texts, ink, towels, laundry, etc., but no free paper, except for teachers use.

13. *Magazines* are a help in keeping up to date in your subject. Therefore the school will subscribe for a few good professional or departmental magazines. Put your list on the office sticker.

14. *Professional Texts* are to be had in the office bookcase, which has an exceptionally well-selected group of books on various teaching problems, and educational theory.

15. *Library* books are supplied through the County System, which will supply any book, chart, picture, etc., you need. Miss so and so will be in charge of the library.

16. *The Course of Study* is a concise statement of what a particular course comprises, and the methods employed in teaching it. Your course of study is due in the office on October 15 and must be typed in duplicate. It must be divided as to (1) aims, (2) contents, (3) method, (4) materials (texts, laboratory equipment). Work up a course of study that you actually intend to follow, not theoretically perfect, but a practical one.

17. *A Unit* is granted for the successful completion of 5 periods of work per week plus at least 45 minutes of outside preparation, or 10 periods of laboratory work per week.

18. *Marks* are distributed according to the five-point system as follows: (unselected group)

a) To approximately 10 per cent of class for very superior work, both as to quantity and quality. Pupil does not have to be driven.

b) To approximately 20 per cent of class for good work.

c) To approximately 40 per cent of class for average work.

d) To approximately 20 per cent of class for inferior work. Pupil shows little initiative, skill, responsibility and has to be driven.

e) To approximately 10 per cent of the class. Indicates failure.

We no longer use + or — signs. Pupils are not recommended for college who make lower than 2 in X or Y group.

Each ability group has its own set of grades. A Z student, for instance, may get high marks. In marking consider *mastery of subject* only. Good intentions, deportment, personal attraction, etc., are to be rated on the character-rating sheet.

19. *Experimentation* is always welcomed in this school. I am always willing to aid and assist in any likely bit of experimental work that will make our school a better one. Last year we did some fine work in group classification, new type of girls' physical education, improving reading ability, character rating. This year I would like to have more work along these lines done. Some interesting topics are: supervised study, the Dalton plan, extracurricular groups, etc.

20. *Standard Tests* are a regular feature of our work. Each student's I.Q. is obtained from at least three tests such as the Otis, Terman, and Miller. His A.Q. is also determined in various subjects. We also favor the use of standard tests for finals when possible. Numerous forms of tests are on file in the office. No teacher can be ignorant of standard measuring devices both as an aid in giving fair grades and in testing his own success as a teacher. Finally, while standard tests are universal in use and publicity, we must still be discrete in the interpretation of their results.

21. *Support of School and Community Activities:* Teachers should show at least a reasonable interest in student affairs. This community, in particular, expects each teacher to participate in community affairs, and become one of the community. Furthermore, you will find life far more pleasant if you will associate with the local people, as you will find them to be a friendly and sociable group.

22. *Attendance* is a very particular thing. Keep attendance by periods, and leave slip with names of absentees on the office sticker before you leave each day. Admit no student to class without an admit slip. Allow the ones with white slips to make up their work with credit. Make those with unsatisfactory slips make up their work without full credit. Cutters should meet with severe and prompt punishment.

23. *School* starts at 8:40. Noon recess is from 12 to 12:40. School is dismissed at 3:30. Teachers must be on duty a reasonable time before and after school. Board regulations say 15 minutes.

24. *Traveling* on the part of students is not allowed without a writt n permit from the teacher in charge of pupil.

25. *Faculty Exchange* should be visited daily; also the faculty bulletin board.

26. *Reports* are issued quarterly. First make your reports on teachers' report form; copy on permanent record, and on report cards.

27. *Faculty Meetings* are usually held twice a month, on Tuesdays, immediately after school in the library. They last one hour. Teachers are expected to be prompt in attendance.

28. *Make-up Work* must be done by all pupils to the satisfaction of each individual teacher. Each pupil must do all the work. Use your own method for make-up work, but insist on work being made up. Absence means loss of membership in classes and organizations. To be reinstated, a pupil must make up lost time and work.

29. *Class Adviser* will be selected by students from list of teachers willing to serve. Not all teachers can successfully lead extracurricular affairs, but most can do something well. Class leaders cannot dictate—they must educate, lead out, work with, appeal to, inspire pupils, and get them to do the right things. At first, it may be necessary to pitch in and show by example, but the person who can lead is the one who is a successful class adviser.

30. *Finally* we owe to each other, our pupils, our board of education, and our community, loyalty, cooperation, and a friendly spirit.

Here's for a friendly, happy, prosperous, busy and useful school year!

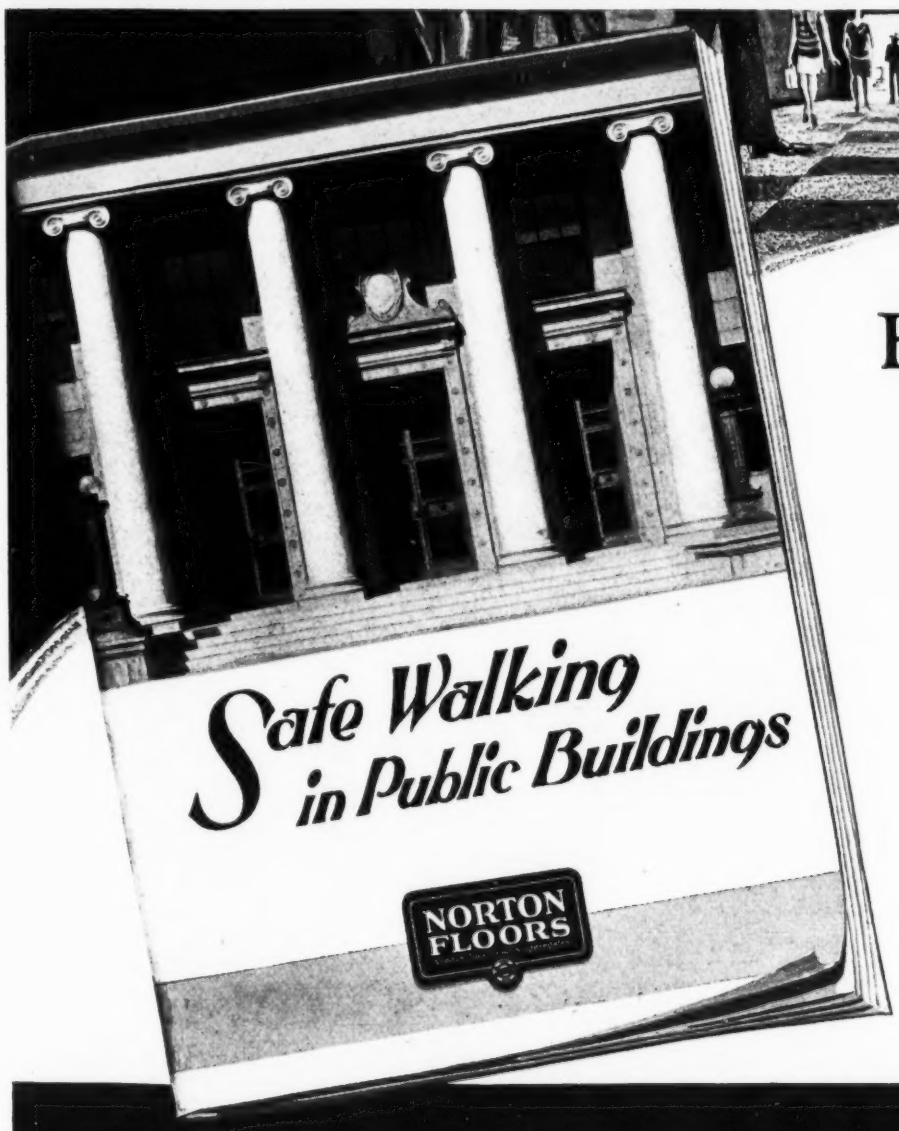
—Mr. Arthur C. Hansen has been elected president of the school board of Negaunee, Mich.

—Dr. W. M. Miley has been elected president of the school board of Anderson, Ind., succeeding John Hyde. Mr. Joseph T. Day has been elected a new member of the board.

—Mr. Edwin Smith has been elected a member of the school board at Whitehall, Mich., and will fill the office of secretary. Mr. J. P. Jacobson was elected president, and Mr. George Covell treasurer.

—Supt. H. C. Neeman of Rising Sun, Ind., has been reelected for a second term.

—Mr. R. W. Copeland has been elected superintendent of schools at Hopewell, Va., to succeed Mr. Hoke.



A New Booklet of Interest to

Every Member of Every School Board

Twenty-four illustrations show non-slip walking surfaces for the "danger areas" in school buildings — stairways, corridors, entrances, showers, swimming pools, locker rooms, lavatories, cafeterias. To meet the individual requirements of each place, there are several types of floor materials pictured.

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School-Law Notes

School Lands and Funds

The courts cannot determine what high school is "more convenient" for pupils within the statute (Cahill's statutes of Illinois, c. 122, par. 104).—School directors of Dist. No. 3, Clay county, v. Babcock, 249, Ill. App. 305.

The courts will not interfere with a school board's exercise of discretion in the absence of clear abuse thereof, or violation of law.—Mosely v. City of Dallas, 17 Southwestern reporter (2d) 36, affirming judgment (civ. app.) City of Dallas v. Mosely, 286 Southwestern reporter, 497, Tex. com. app.

Schools and School Districts

The acts of school trustees in creating school districts could not be collaterally attacked in a suit to enjoin the issuance of bonds on the ground that the trustees acted arbitrarily (Vernon's annotated civil statutes of 1925, arts. 2922a to 29221).—Ivey v. Keeling, 15 Southwestern reporter (2d), 1097, Tex. civ. app.

A proper order assuming the outstanding indebtedness of school districts is a condition precedent to the organization of a consolidated school district (Hemingway's code of 1927, §8744).—Lee v. Bassett, 121 Southern reporter, 842, Miss.

School districts are governmental agencies with limited powers, created solely to exercise public functions for educational purposes.—Mokovich v. Independent School Dist. of Virginia, No. 22, 225 Northwestern reporter, 292, Minn.

It is the legislature's duty to provide for high schools whenever in its judgment it should be done, subject to the constitutional limitations (Ill. constitution, art. 8, §1).—Fiedler v. Eckfeldt, 166 Northeastern reporter, 504, 335, Ill. 11.

School District Government

Statutes granting a county board of school trustees power and control over a school district are held not unconstitutional (Vernon's annotated civil statutes of 1925, arts. 2922a to 29221).—Ivey v. Keeling, 15 Southwestern reporter (2d), 1097, Tex. Civ. App.

A statute requiring an election for independent school trustees to accord with the general election laws applies to a district organized under the general independent school-district laws (Tex. revised statutes of 1925, art. 2776).—Miller v. Coffee, 15 Southwestern reporter (2d), 1036, Tex. Com. App.

The acceptance of remuneration by a member of a school board from one hired to do certain concrete work is held misconduct, requiring removal (W. Va. code, c. 7, §7, and c. 151, §16a).—Fisher v. Jackson, 147 Southeastern reporter, 541, W. Va.

School trustees are held not personally liable for injury to a student in the high school, resulting from the fall of a piano during physical exercises (Calif. pol. code, §1623).—Dawson v. Tulare Union High School Dist., 276 Pacific reporter, 424, Calif. App.

School trustees are held not personally liable to school superintendents for unpaid salary on the ground of breach of duty to keep sufficient funds available for payment thereof.—Chireno Independent School Dist. v. Wedgeworth, 15 Southwestern reporter (2d), 679, Tex. Civ. App.

Generally, school officers are responsible only for injuries from corrupt motives, not for mistakes of law or judgment.—Chireno Independent School Dist. v. Wedgeworth, 15 Southwestern reporter (2d), 679, Tex. Civ. App.

Proof of the school board's regular designation of a depository, the treasurer's deposit of school funds therein, and the loss thereof through bank's insolvency, prima facie establishes defense against liability on a bond.—Lane Independent Consol. School Dist. No. 1 of Jerauld county v. Endahl, 224 Northwestern reporter, 951, S. Dak.

The school district treasurer and sureties are liable on bond for loss of school funds, deposited in a bank known by him to be unsafe, though regularly designated as depositary.—Lane Independent Consol. School Dist. No. 1 of Jerauld county v. Endahl, 224 Northwestern reporter, 951, S. Dak.

The school treasurer and sureties are held not exonerated from liability on a bond for loss of school funds in a bank known to be unsafe by proof that the treasurer believed in the solvency of, or relied on, the bank guaranty fund.—Lane Independent Consol. School Dist. No. 1 of Jerauld county v. Endahl, 224 Northwestern reporter, 951, S. Dak.

A school-district director retaining office after a tie vote in an election is held either a de jure or defacto officer.—Consolidated School Dist. No. 31 in Saguache county v. Angus, 277 Pacific reporter, 466, Colo.

The title to office of acting school clerk cannot be tried in collateral action on a contract (Montana revised codes of 1921, §§1005, 1049).—Peter Mintener Lumber Co. v. School Dist. No. 56 of Carter county, 277 Pacific reporter 9, Mont.

Members of the board of education of a school district are public officers whose duties are prescribed by law.—Schwing v. McClure, 166 Northeastern reporter 230, 120 Ohio statutes, 335.

Sureties of a school district treasurer were liable for the loss of a deposit in a de facto depository bank, of which the treasurer was cashier.—School Dist. No. 13 of Pipestone county v. Nissen, 225 Northwestern reporter, 444, Minn.

School District Property

The school committee could select a school site on the common dedicated to public use without securing authority by a vote of the town meeting (R. I. general laws of 1923, §686).—Wilbur v. Wilbur, 145 Atlantic reporter 768, R. I.

The high-school principal is held authorized to sell supplies to students at cost (Wis. laws of 1907, c. 459, §§8, 18; Wis. statutes of 1927, §40.53 (15).—Cook v. Chamberlain, 225 Northwestern reporter, 141, Wis.

A contractor's bid for the construction of a school building and the acceptance by the city constituted a preliminary contract which contemplated a later formal contract.—Federal Contracting Co. v. City of St. Paul, 225 Northwestern reporter, 149, Minn.

A contractor discovering a mistake in a bid for the construction of a school building three years thereafter was not entitled to relief against the forfeiture of a deposit.—Federal Contracting Co. v. City of St. Paul, 225 Northwestern reporter, 149, Minn.

Failure to give the surety notice of a contractor's failure to complete a contract within the time specified did not prevent recovery for the subsequent abandonment of the contract.—Maryland Casualty

(Concluded on Page 80)

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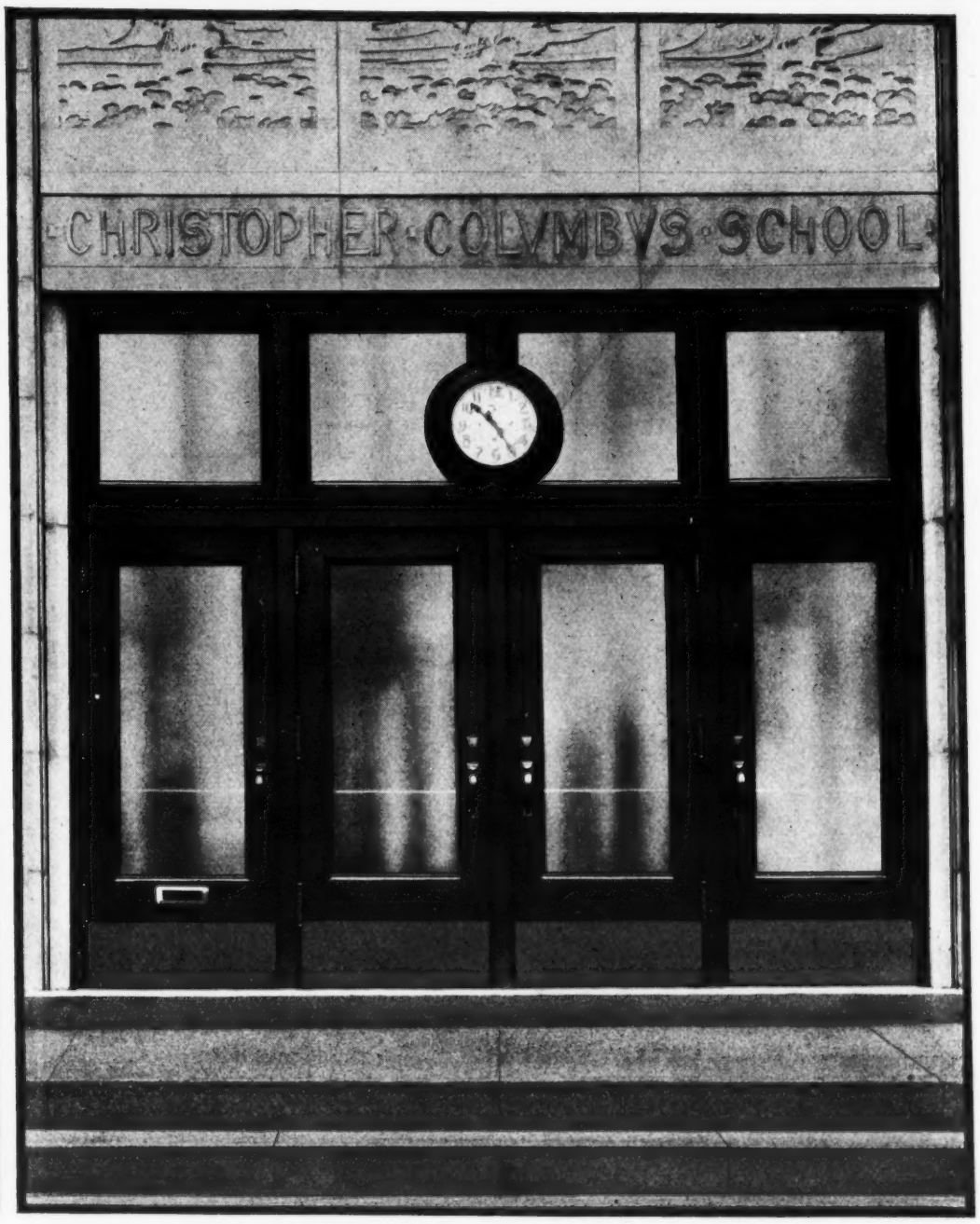
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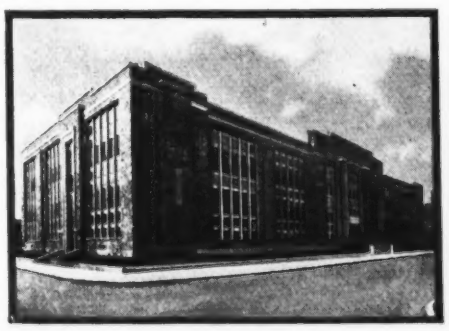
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THE NORTH ELECTRIC MANUFACTURING CO.

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(Concluded from Page 78)

Co. v. Fowler, 31 F. (2d) 881, affirming a decree (D.C.), 27 (2d), 421, U. S. C. C. A. N. C.

A school contractor's bond requiring the surety's reimbursement of obligee for the payment of labor and material claims is held a statutory bond, precluding the materialman's recovery, where the claim was not timely filed (Tenn. acts of 1899, c. 182).—Sherman v. Cate, 16 Southwestern reporter (2d), 25, Tenn.

Contracts by the board of education for school buildings, exhausting available funds and involving future levies for the completion and use, are held illegal (W. Va. code, c. 28a, §12).—Swiger v. Board of Education of Sardis Dist., 147 Southeastern reporter, 708, W. Va.

A long-continued defective condition of its property may establish a constructive notice on the part of the school district, rendering it liable for injuries if it fails to remedy a defect (Calif. statutes of 1923, p. 675).—Dawson v. Tulare Union High School Dist., 276 Pacific reporter, 424, Calif. App.

The neglect of duty by a school district cannot be made the basis of exemption from liability for injuries resulting from the defective condition of its property (Calif. statutes of 1923, p. 675).—Dawson v. Tulare Union High School Dist., 276 Pacific reporter, 424, Calif. App.

Members of the board of education of a school district cannot transfer to private parties without consideration any of the school district's property.—Schwing v. McClure, 166 Northeastern reporter 230, 120 Ohio statutes, 335, Ohio.

The abandonment of a high school and preparations for the erection of a building in different parts of the district are held influenced by other considerations than public interests, and properly enjoined.—Robb v. Stone, 146 Atlantic reporter 91, 296 Pa. 482.

Where there is more than one responsible bidder, a school can be constructed only under a contract with the lowest (Pa. statutes of 1920, §4842).—Schuck v. School Dist. of Baldwin Tp., 146 Atlantic reporter 24, 296 Pa. 408.

The statute does not authorize a suit against the school district for personal injury, caused by the negligence of its officers or agents in performing its governmental functions (Minn. general statutes of 1923, §3098).—Mokovich v. Independent School Dist. of Virginia, No. 22, 225 Northwestern reporter 292, Minn.

A school district's failure to perform a governmental function, or negligence in the performance thereof, is not actionable.—Minn. general statutes of 1923, 225 Northwestern reporter, 292, Minn.

School District Taxation

A statute authorizing the transportation of pupils does not violate a constitutional provision against gifts of public money (Calif. constitution, art. 4, §31; Calif. pol. code, §§1610, 1764b, and §1741, as amended by the statutes of 1927, p. 676).—Pasadena City High-School District of Los Angeles county v. Upjohn, 276, Pacific reporter, 341, Calif.

A township high-school district is held authorized to issue bonds for a schoolhouse up to the full constitutional limitation, regardless of the indebtedness of the school districts within its boundaries (Ill. laws of 1889, p. 256, art. 3, §38–42; §§41, 42, as amended by the laws of 1901, p. 296; Ill. constitution, art. 9, §12).—Fiedler v. Eckfeldt, 166 Northeastern reporter, 504, 335, Ill. 11.

An act authorizing a bond issue for the erection of schoolhouses is held not to authorize equipment of schools from such a bond issue (Ky. state supplement of 1928, §2978b1).—City of Louisville v. Board of Education of Louisville, 17 Southwestern reporter (2d), 210, Ky.



THE RACE FOR COLLEGE PRESTIGE
(Chicago Tribune)

Teachers

A school board's failure to classify a teacher as permanent did not prevent the operation of a law making such a classification (Calif. political code, §1609).—La Shells v. Hench, 276 Pacific reporter, 377, Calif. App.

Evidence that a school superintendent suing for unpaid salary, approved expense accounts, is held admissible under a general denial to rebut the inference of the trustees' bad faith in exhausting the fund.—Chireno Independent School Dist. v. Wedgeworth, 15 Southwestern reporter (2d), 679, Tex. Civ. App.

In the absence of proof, the court cannot consider a rule of the teachers' retirement board fixing the date of retirement for disability (Greater New York Charter, §1092, subd. C, par. 5, as amended by the N. Y. laws of 1917, c. 303, §1).—Moorhead v. Teachers' Retirement Board, 234 N. Y. S. 626, 134 Miscellaneous reporter, 123, N. Y. Sup.

A teachers' retirement board has no discretion to refuse the retirement of a teacher for disability (Greater New York Charter, §1092, as amended by the laws of 1917, c. 303, §1).—Moorhead v. Teachers' Retirement Board, 234 N. Y. S. 626, 134 Miscellaneous reporter, 123 N. Y. S.

A teacher's retirement board is held authorized, after a teacher's death, to retire the teacher as of the date when the medical board certified that she was disabled (Greater New York Charter, §1092, subds. L. N., as amended by the N. Y. laws of 1917, c. 303, §1).—Moorhead v. Teachers' Retirement Board, 234 N. Y. S. 626, 134 Miscellaneous reporter, 123 N. Y. S.

Pupils

A high-school district containing two cities may provide for the transportation of pupils living in the city in which no high school is maintained (Calif. political code, §1741, as amended by the statutes of 1927, p. 676).—Pasadena City High School Dist. of Los Angeles county v. Upjohn, 276 Pacific reporter, 341, Calif.

A statute authorizing a high-school district to provide for the transportation of pupils, except pupils living in cities, is not unconstitutional (Calif. political code, §1741, as amended by the statutes of 1927, p. 676).—Pasadena City High School Dist. of Los Angeles county v. Upjohn, 276 Pacific reporter, 341, Calif.



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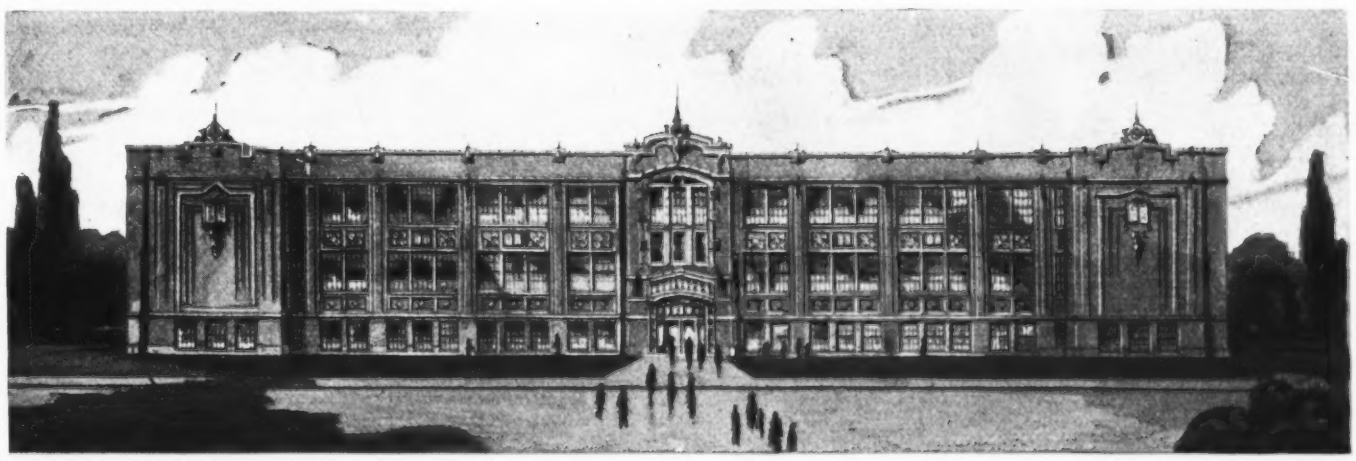
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THE LIABILITY OF A COUNTY SCHOOL BOARD FOR FAILURE TO REQUIRE BOND TO PROTECT LABORERS AND MATERIALMEN

The Florida Supreme Court, in the case of I. W. Phillips & Company vs. the board of education of Pasco county, has affirmed a decision of the circuit court of Pasco county, in which it holds that there is no duty imposed on a county board of education to require a bond for the protection of laborers and materialmen engaged in the construction of a school building. Any company furnishing labor, material, or supplies to a contractor for a school board is permitted to examine the records and require that protection be provided for him if it has not been done, but he may not compel the board as such to respond in damages because the bond was not given.

It appears that the board of education of Pasco county, in August, 1925, entered into a contract with the Spangler Construction Company for the construction of a school building. Incident to the contract, the Spangler Company executed a contractor's bond with the Southern Surety Company as security for the faithful performance of the contract. The bond, however, did not furnish security to those firms and individuals supplying labor, material, or supplies for the building. Later the Spangler Company failed. Relying on the provisions of the law of 1925, the plaintiff, the I. W. Phillips Company, brought an action at law against the defendant, the board of education of Pasco county, asking for damages in the amount of $5,000.

The main point in the case was whether or not a board of education could be compelled to respond in damages for failure or neglect to take a bond as required by law, when letting a contract for a public building.

The court, in affirming the ruling of the Pasco county circuit court, pointed out that, while it is the duty of the county board of education to approve and accept the required bond, the initiative is on the contractor to furnish it, and no duty may be imposed on the board to require a bond. It was further shown that matters of record are open to the inspection of any person and that anyone furnishing labor, material, or supplies to any contractor who fails to examine the record is bound to ascertain whether the proper protection is available for him, and he cannot compel the board to provide damages where such a bond has not been given.

THE WISCONSIN EQUALIZATION LAW

The state of Wisconsin exacts a one and one-tenth mill tax for the state support of the schools. This nets a revenue of over six million dollars which is distributed in two ways as explained by State Superintendent John Callahan:

First, $250 is distributed to every district for every elementary teacher employed, and elementary teacher is defined as one who spends a major portion of her time on grades below the ninth. This must be matched by the county through a county-wide tax. In cases where the district has a valuation of $250,000 per teacher of its own, or more, the foregoing is all the aid the school receives.

As a sample of how the law works in districts having a valuation of less than $250,000 per elementary teacher, assume a district, running a one teacher school, with a valuation of $100,000. At their annual meeting when they are deciding how much it is necessary to raise, they may first assume that they will receive $250 from the state, and $250 from the county; then subtract this $500 from the total they have decided they will need. If they had decided that they would need $1,500 they have left $1,000 to raise. They may then decide what rate applied to $250,000 will raise $1,000. That is a four mill rate. Then they may assess their own valuation of $100,000 a four mill rate which will produce $400, and out of the state equalization fund will be paid to them a four mill rate on the balance of the $250,000, or on $150,000, which is $600.

In districts employing more than one teacher, the above problem is multiplied by the number of teachers employed.

To guard against abuses of the law, the state's contribution for equalization is limited to a four mill rate or not to exceed $600 per teacher.

In putting the law into operation during the summer of 1928 a table was made for all valuations from $250,000 down to $40,000 and for amounts to be raised varying from $1,100 to $1,500 and this table, or so much of it as was necessary, was placed in the hands of the officers of every district with a valuation under $250,000 per teacher. It seems to have gone into operation with very little friction or trouble.

The one and one-tenth mill tax was not all levied as a property tax. Section 20,255 of the statutes provides that the university, normal-school, and common-school tax shall be paid out of the state's share of the income taxes as far as it will reach. The one and one-tenth mill rate produced $6,459,642.91, and there was levied a property tax of $2,399,461.77. The department hopes that in the future all of it may be met from the income taxes or some source other than property tax, for the reason that the income tax is a better equalizer; and besides with receding values, especially in farm property, real estate is now carrying a heavier burden than it should be called upon to carry.

CHATS DURING RECESS

—That school boards may unexpectedly get into trouble was recently illustrated at Hoquiam, Wash. A rodeo was staged on the athletic field belonging to the school system of that community. After the performance the state humane society sought a criminal warrant against the promoters of the rodeo and the school board on the charge that the state statute which forbids "teasing and annoying" animals had been violated. The prosecuting attorney has thus far declined to issue the warrants, but the society has threatened mandamus proceedings compelling him to act.

—At Santa Ana, Calif., no teacher, male or female, by rule of the board of education is permitted to smoke. According to Superintendent J. A. Cranston, teachers who have been discovered as smokers have been dismissed.

—Bernhard Behnke of Granville, Wis., has the distinction of being a school board all by himself. He is the only surviving member of a school district that is about to be annexed to Milwaukee. He recently held a meeting, under the guidance of his attorney, received a report and adjourned until next November when the annexation will be effected.

—The Clarion of Eveleth, Minn., says: "The best way for a school board or other candidate to get elected to office, is to go out and campaign on his own merits and keep quiet about the other candidates. The average voter is fed up on 'squawkers,' the kind that like to crawl to fame over real or imagined mistakes of others."

—The Bokes Creek school district, Logan county, Ohio, is without a schoolhouse. The old schoolhouse was condemned, whereupon the district voted $75,000 for a new building. But a taxpayer suit has tied the hands of the school board.



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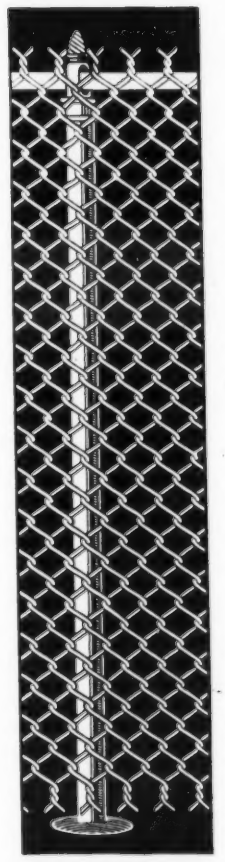


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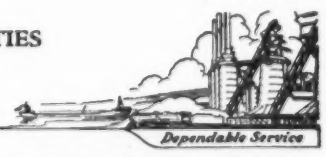
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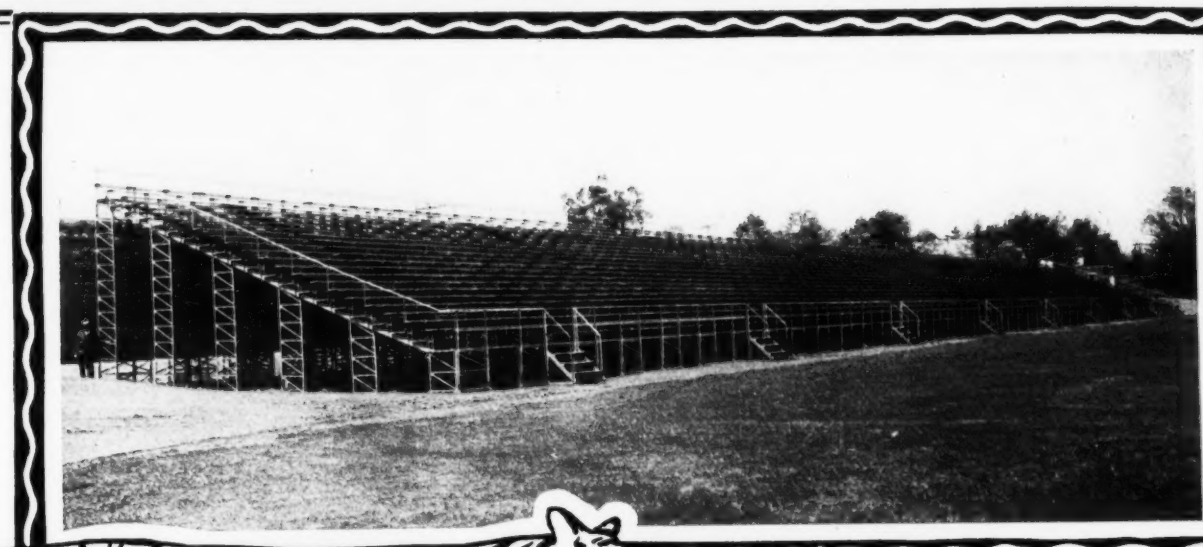
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THE STATES AND PUBLIC EDUCATION

The state education department of North Carolina has issued its latest statistical report on educational information pertaining to the several states. The data is taken from Bulletin No. 39, 1927, of the U. S. Bureau of Education and gives information on the per cent of enrollment attending school, the average length of the school term, the average salaries paid to teachers, supervisors, and principals, the value of school property per child enrolled, the per cent of the total enrollment, the number of pupils enrolled, the expenditures for current expense, and the per capita expenditures for current expense.

A study of the data shows that New York leads all the states, with Arkansas at the end of the list. Massachusetts ranks second on the first five items, while Indiana and Wisconsin tie for third place. On the basis of the five items, North Carolina ranks 41st, or eighth place from the bottom of the list. Virginia is just above North Carolina, and Louisiana and Florida are above Virginia.

The states which rank first on each of the items are as follows:

Indiana ranks first on the per cent of enrollment in average daily attendance, 92.3 per cent.

Rhode Island ranks first on the average length of the school term, 190 days.

New York ranks first on the average salaries paid teachers, principals, and supervisors, $2,025.

California ranks first on the per capita value of school property per child enrolled, $323.

New York had the largest number of pupils enrolled, 1,967,447 boys and girls.

The largest current expenditure, $192,753,387, is for the education of pupils in New York.

The greatest average current expenditure to the pupil enrolled is in Nevada, $115.97.

On each of the first items, the state of North Carolina ranks 40th, 43rd, 40th, 40th, and 38th, respectively, and on per capita expenditure for current expense 40th.

Comparing North Carolina with the average for the country as a whole, it is noted that North Carolina is much below the average. Likewise, the per capita expenditure for current expense in the state is only half as much as the per capita expenditure in the United States at large.

It is also shown that North Carolina is farthest from the country's average in the salaries of teachers, principals, and supervisors, and nearest to the average on per capita current expenditures. Of the six items, North Carolina ranked 40th among the states on four. The state's lowest rank, 43rd, is in the average length of the school term.

The report shows that the trend of school costs in North Carolina is on a parallel with that of the country, yet on a lower level. The per capita expenditure for the state in 1926 for all purposes on the basis of average daily attendance was $67.27, approximately two thirds of the average cost for the United States. In other words, the education of the average pupil in school in the country as a whole, cost sixty cents a day, while in North Carolina, the cost is forty cents a day, or two thirds as much.

Summarizing, the report points out that 39 states make a better record in attendance than do North Carolina children. The average school term in the state is yet too low, and a uniform term of eight months is needed for every school.

The average salaries of teachers, principals, and supervisors have improved steadily, but the average salary is still too low for the well-trained and qualified person to expect.

The record of the average value of school property has improved greatly, yet the state is still at 40th place in this respect. Barring Louisiana and Florida it can be said that the state nearly leads the south.



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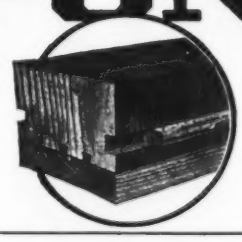


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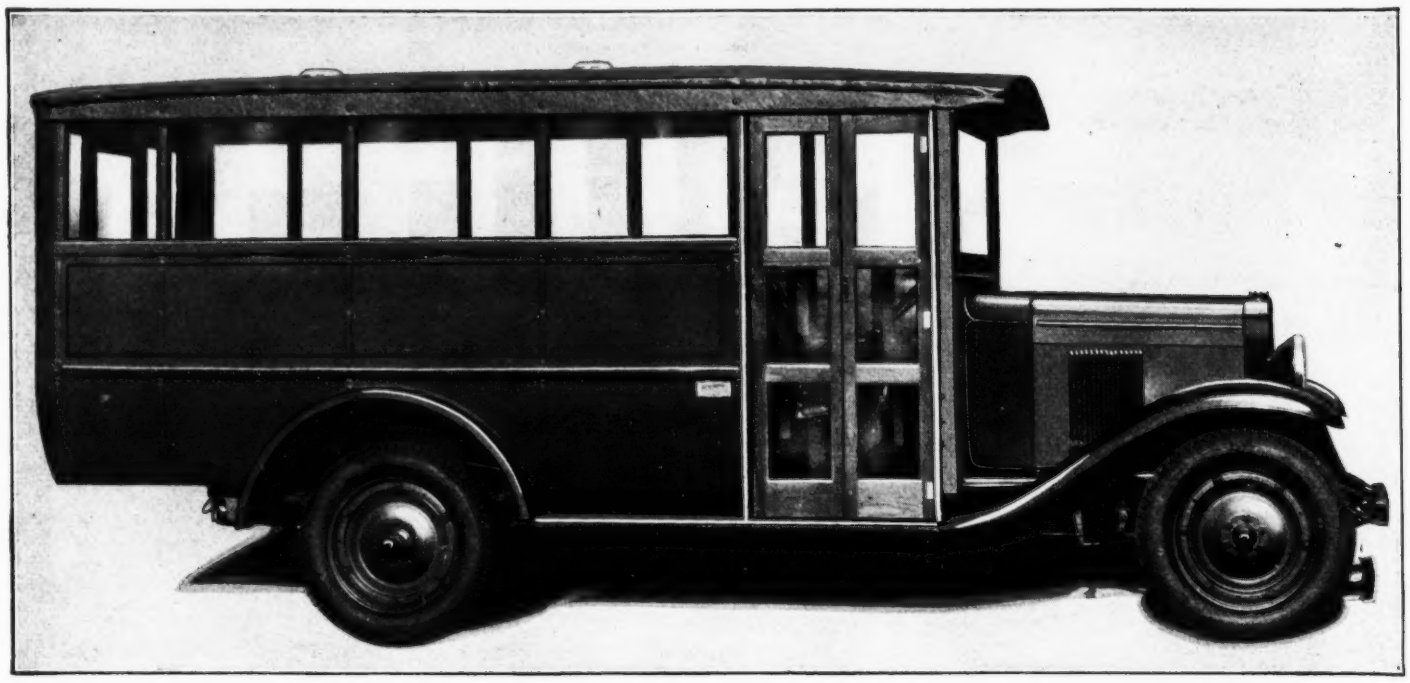
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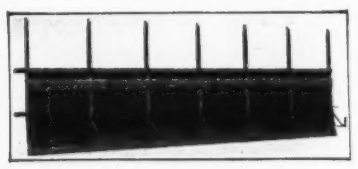
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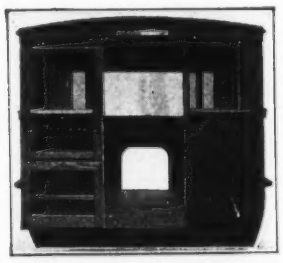
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A Study of Accidents on School Grounds and in School Buildings

The readers of the SCHOOL BOARD JOURNAL will be interested in a study recently made of accidents on school grounds and in school buildings, particularly on stairs and in corridors, covering the period from March, 1928, to June, 1929.

The data were obtained by means of a questionnaire sent to 614 school authorities in cities of 10,000 population and upward. The returns showed that 326 school superintendents had replied to the questions, while 280 superintendents had failed to make reply. Failure to reply was attributed to one of two reasons: Either the schools kept no records of accidents; or, as in some states, school boards as such cannot be held liable for damages in accidents occurring in or about school buildings.

Of the 326 school systems reporting, a total of 226 stated that teachers and principals are required to report accidents to school headquarters. In one city, street accidents are reported to police departments; in 35 cities, serious accidents are reported, while in 57 cities, no reports are required.

The report shows that of 326 cities which replied, a total of 9,197 accidents were recorded during the year just closed. Eight cities reported no accidents during the year, while six cities stated that accidents were very rare.

In reporting on accidents on school grounds, it was found that there was a total of 2,831 accidents during the year. Fifteen cities reported serious accidents; 85 reported minor accidents, and three stated that accidents were few. Eleven cities had no accidents during the year.

In reporting accidents in school buildings, there were 1,453 accidents reported for the year. Of these, the gymnasium was responsible for 22 accidents; 1 city reported very few accidents; while 80 cities had no accidents.

A total of 183 accidents on school stairways and 1 on fire escapes were reported during the year; 2 cities reported very few accidents, and 80 no accidents for the year.

In the matter of accidents in school corridors, there were 94 reported for the year, together with 1 door, and 1 street accident; 1 city reported very few accidents, and 93 cities had no accidents during the year.

In accidents in school shops, it was shown there was a total of 731 accidents during the year. There were 2 bus accidents, 23 accidents in the gymnasium, 24 on streets, and 2 in swimming. Two cities reported very few accidents; 16 reported minor accidents, and 44 had no accidents during the year.

A study of the care provided for school children injured in accidents shows that 26 cities make provision for such care, while 36 cities do not do so. A total of 101 cities furnish first aid; 8 cities give first aid and sends reports to parents; 8 give first aid and call a doctor; 6 furnish first aid and a school nurse; and 3 furnish first aid and a doctor in case of injury. In most cases, the school nurse gives first aid, or a doctor is called where necessary. In some cities, the schools have a contract with some local physician who takes care of all accident cases, without cost to the pupils. One city makes provision for X-ray and hospital service where necessary; one city carries accident insurance for students and employees; one city carries accident insurance for pupils, and one city carries first-aid insurance which is collectible. One city makes no special provision for hospital or surgical service in case of accident, but an effort is made to look after all pupils who are injured. In one city, the athletic association aids pupils injured in athletics.

In the matter of the attitude of the school authorities on responsibility for accidents, it was shown that 30 cities have safety precautions and safety-first sentiments which they stress in the schools; 6 cities recognize moral obligations; 3 accept responsibility for accidents, and 148 are not held responsible for accidents. A total of 38 cities are not responsible for accidents, except for obvious negligence, or for defects in the school property; 24 cities are not responsible, and provide first aid only; 11 cities maintain liability and accident insurance, and 1 city carries compensation insurance for school employees.

The tone of the replies received seems to warrant the opinion, that far more children are injured than is indicated in the replies. It is also possible that accidents occurring at school are not reported by the pupils, or that if reported, they are not considered serious, and receive no attention. It was noted that cases of accidents on stairways are far more numerous than accidents occurring in other parts of the school building, when the proportion of time spent on floors, in school shops, classrooms, and workrooms is considered.

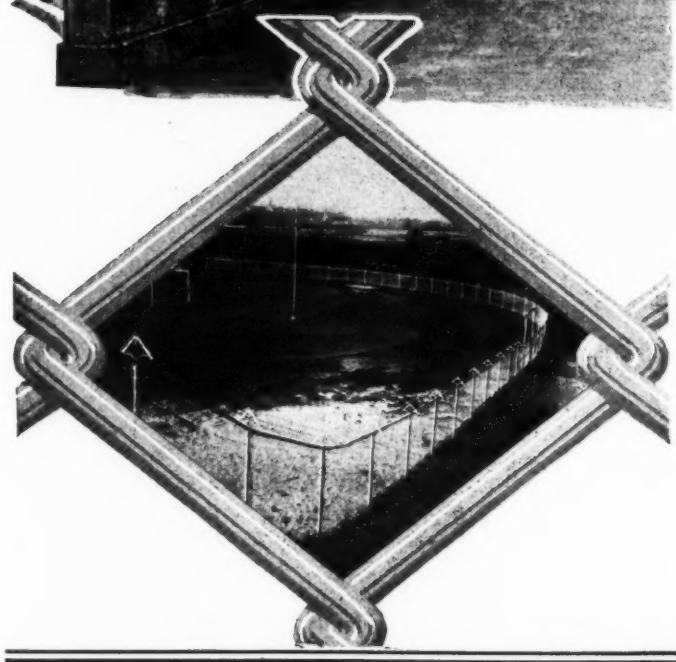
The experience with school boards in recent years leads to the belief that the data on accidents is slowly but steadily changing for the better. A great many schools have awakened to the fact that even though the legal responsibility is negligible, the moral responsibility still exists. A number of cities, like Cleveland, and St. Louis, furnish examples of advanced methods in keeping records of accidents. New York City has recently taken up the matter and has compiled a record card for the use of teachers and principals in reporting accidents to pupils. School authorities in these cities have made definite use of extended reports as a means of improving the condition of school buildings and grounds in the direction of proper accident prevention. It is clearly evident that the situation is gradually growing better and that there will be increasing attention to the use of modern materials for making safe walkways in school buildings. Considerable attention is also being given to methods and practices which will lead to prevention of accidents on the school grounds.

—The board of directors of the Kansas teachers' association has begun a study of teacher-retirement plans with a view of outlining some plan for a state-wide teacher-retirement fund. At present, only one or two of the larger cities have pension systems.

—Bridgeport, Conn. Upon the recommendation of a special committee, the school board has adopted a salary schedule for supervisors. The schedule divides supervisors into three general classes as follows: Those with high school, plus four years of professional training, or 25 years of experience, $3,200 maximum; with bachelor's degree, $3,350 maximum; with master's degree, $3,500 maximum. It also provides maximums for two classes of general supervisors: With bachelor's degree, $4,100; with master's degree, $4,300.

Fencing School Property





For more than 40 years, the fencing of school property — school grounds, stadia, athletic fields — has been an important part of Stewart business. The experience thus gained enables the House of Stewart not only to supply high-grade iron or wire fence in great variety, but also to render a valuable service both as consultants on fence problems and as erectors of good fence. It will cost you nothing to ask Stewart for counsel.

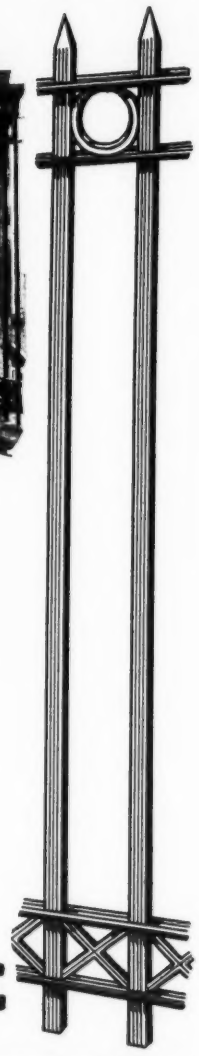
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WASHINGTON CORRESPONDENCE

A. C. Monahan, Formerly U. S. Bureau of Education Assistant Commissioner of Education

For the first time in the history of the United States Bureau of Education it will have an assistant commissioner by executive order. During the administration of Dr. Claxton and Dr. Tigert, men have occupied the position of assistant to the commissioner, but this has been on the authority of the commissioners themselves and the occupants held other positions at the same time. The proposed position which is entirely new, is to be filled by a woman, because "women play such a large part in American education."

The appointment of an assistant commissioner will make considerable difference in the work of the chief clerk of the bureau. By law the chief clerk is acting commissioner, whenever the commissioner is out of Washington if there is no assistant commissioner. In the present administration up to the present time, Mr. L. A. Kalbach, chief clerk since 1909, has served as acting commissioner between 45 and 50 per cent of the time during the commissionerships of both Claxton and Tigert. He was acting commissioner during the seven months between the time Dr. Tigert's resignation took effect and the time Dr. Cooper assumed office. Since April first he has held the position for over two thirds of the time. The appointment of the new officer will make no difference in his duties as chief clerk nor with his salary, since he receives no extra compensation for his work as acting commissioner.

High-School Enrollment by Subjects

The Bureau of Education collects each six years the enrollment in all subjects included in the high-school curriculum direct from these schools, public and private, in all parts of the United States. The data for the past year has been collected and is being tabulated ready for publication.

This study of enrollments is of great value to school authorities in showing the demand for certain subjects on the part of pupils where free electives are permitted, and in showing the trend in high-school curriculum-making where required courses are set up for students to follow. A comparison with enrollments in past reports on the same subject will show the popularity of high-school subjects as compared with their popularity six years ago and at earlier periods.

A study of partial figures already totaled, appears to show several interesting trends. The final tabulation shows conditions somewhat differently, but the probability is that they will be about as these partial returns indicate. Latin seems to show a decline, and other dead languages have almost disappeared from the curriculum. Modern languages are apparently more popular than six years ago, while mathematics and sciences remain about constant. Biology shows a marked increase, but botany and zoology show a decrease until they may be said to be almost of no importance in the high-school course. Geology, astronomy, and other textbook sciences, have practically disappeared from the curriculum. General science as a first-year subject has become popular in all parts of the country, and physical geography, once so popular, has decreased to a point where we may say that is of no further importance. Physiology has been largely replaced by hygiene and sanitation, while the humanities and home economics show large increases.

Death of James C. Boykin, U. S. Bureau of Education

James C. Boykin, chief of the editorial division of the Bureau of Education since 1911, died during the past month at the age of 63. He was well known among school people because of his long service in this position and in other positions held earlier in the bureau. He was a member of the bureau staff for a total of 42 years, and was the author of a large number of bureau publications and the editor of *School Life*, the official monthly published by the bureau.

Just prior to his appointment as head of the editorial division, Mr. Boykin was chief of the city school division. In 1895 he was in charge of the bureau's exhibit at the Atlanta Fair. His success with this was so pronounced that he had been a member of the department's exhibition committee at practically every big exposition. He was in charge of the department exhibit at the World's Fair at San Francisco, and at the San Diego Fair.

In a letter to Mrs. Boykin after the death of of Mr. Boykin, the secretary of the interior, Ray Lyman Wilbur, said: "I have just learned of the passing of your good husband and extend to you an expression of my deepest sympathy. Mr. Boykin's devotion to his work has been proverbial, and he has left his impress on the bureau of education. His character was splendid and he had the universal friendship of all who knew him. I hope that you will get a measure of comfort from the memory of the years you have had together."

No chief of the editorial division to take the place left vacant by Mr. Boykin's death, is to be selected for the present. Until an appointment is made, Dr. H. T. Evans, Mr. Boykin's first assistant, will be acting chief.

Annual Report of the Commissioner of Education

The annual report of the Commissioner of Education has been printed and will be ready for distribution in the near future. It will appear, as has been the practice of the bureau for several years, in separate pamphlets on the particular subject. What is known as The Report of the Commissioner of Education is the first of these separate pamphlets containing a summary of the educational movements of the year.

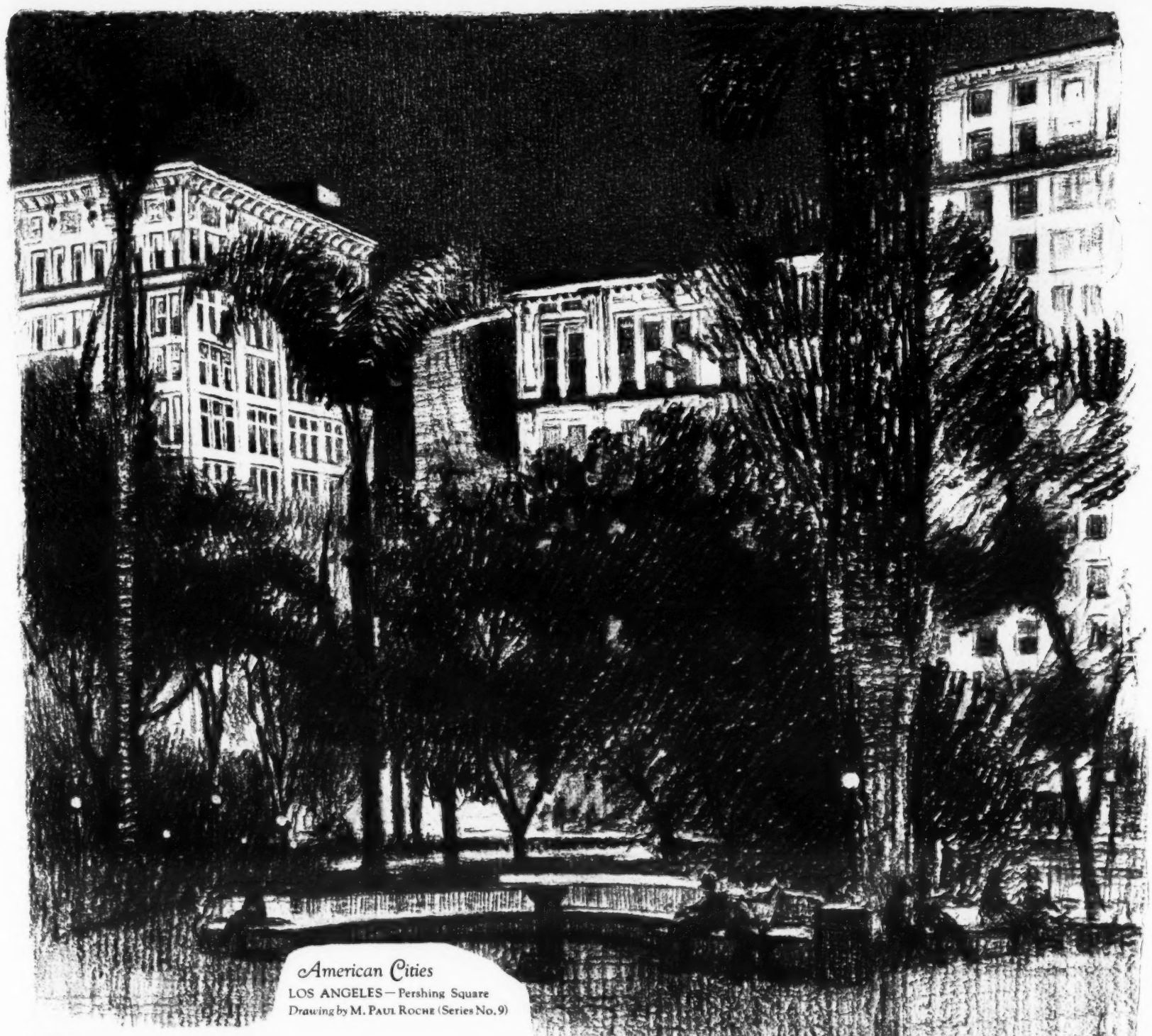
Portable Schools in the District of Columbia

In the fight to get Congress to appropriate money for sufficient buildings to take care of the regular needs of the school enrollment, the school board of the district raised the question of the safety of the portables now in use and asked the district commissioners to order an inspection relative to this factor. The inspection was made by the district architect's office and a report has been handed to the school board.

The inspection revealed that most of the buildings are in a condition that makes their use safe. There are 75 of these portables in use. Some of them have been in use for periods of from ten to twelve years, and have been moved from once to six times. One half of the 75 are in "fairly good condition," while 70 show some deterioration from moving. Five will be abandoned or repaired. Only those in "fairly good condition" should be moved, the others, except the five, are in condition to use where they are located, but may not be taken to other sites.

Washington is using an unusual number of portables, which is due to the rapid increase in school population since the declaration of war in 1917, and to the large number of real estate developments in the outlying districts of the city. From three to four years is required to get Congress to appropriate money for new buildings and

(Concluded on Page 90)



American Cities
LOS ANGELES—Pershing Square
Drawing by M. PAUL ROCHE (Series No. 9)

THE TREND toward Duraflex-A Flooring knows no section, recognizes no boundaries. From Coast to Coast, Architects and Builders are specifying this high quality product because they are finding it best suited to modern ideas of construction and economy. Duraflex-A provides a permanent, seamless wearing surface that can be maintained against wear and damage at small cost and for the life of the building in which it is installed. Send for complete data and specifications.

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Anti-Slip Treads

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(Concluded from Page 88)

to erect buildings in such districts, therefore the school authorities have generally given these new sections portables from other sections where regular buildings have been built.

Activities of the U. S. Commissioner of Education

Dr. Wm. John Cooper, U. S. Commissioner of Education, has spent practically four months of the summer in visiting various parts of the United States, meeting educational officers and teachers at summer schools and elsewhere, to get a better acquaintanceship with educational conditions and needs and the particular ways in which the bureau may be of assistance. He has held conferences with state superintendents of public instruction, secretaries of state teachers' associations, college and university presidents, professors of education and others, and has made addresses at summer schools and teachers' meetings.

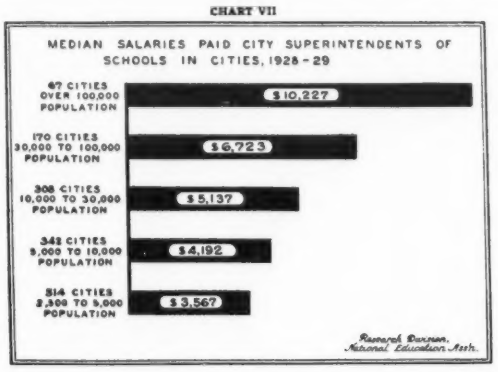
About one month was spent in Alaska getting first-hand information concerning the Alaska schools for natives, as the administration of these schools is directly under the commissioner of education. The health work for natives in Alaska, and the reindeer work, are also under his charge.

The Radio in Education

The fact-finding committee appointed by the Secretary of the Interior, at the suggestion of the U. S. Commissioner of Education, to study the place of the radio in education, began its work with a study of the broadcasting stations of the United States asking for information relative to the educational uses to which these stations are put in definite cooperation with educational systems in teaching work. The committee has asked for suggestions from these stations relative to plans, ideas, and schemes for organization that will permit the use of the radio in connection with regular school work. It is the purpose of the committee to find some way to supplement face-to-face teaching in elementary and high schools with radio instruction by recognized leaders in particular fields, and by special musical aides to music instruction. It would occupy quite a different field from the educational program being broadcast from 70 stations by the extension departments of various colleges and universities.

The committee which is headed by Dr. Wm. J. Cooper, U. S. Commissioner of Education, is composed of fifteen persons from the educational and radio broadcasting fields. The chairman of the commission is Mr. Ira E. Robinson. The committee was selected by a group of much larger size, which met in Washington a month ago at the invitation of the Secretary of the Interior to study the status of the radio in education and to offer suggestions as to the practical steps to be taken in connection with the subject.

CHART VII



MEDIAN SALARIES PAID TO CITY SUPERINTENDENTS OF SCHOOLS IN THE UNITED STATES DURING THE SCHOOL YEAR 1928-29

Financial Survey of the School System of Huntington, W. Va.

The report of a financial survey of the school system of Huntington, W. Va., made by the U. S. Bureau of Education, has been completed, giving a summary of financial conditions, and comparisons of various items of school costs with those of other cities of approximately the same size and with similar conditions. The survey was made and the report prepared by Mr. Walter S. Deffenbaugh, specialist in city school systems of the U. S. Bureau of Education, and Mr. Frank M. Phillips, chief of the bureau's statistical division.

CHART I

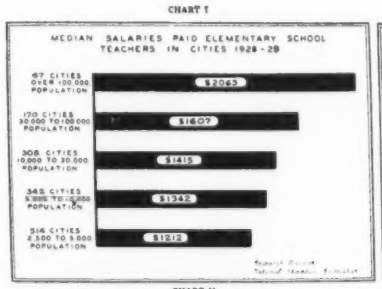


CHART III

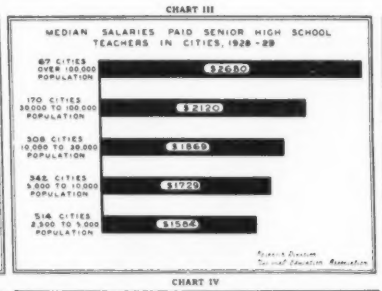


CHART V

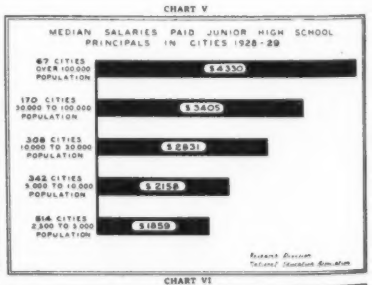


CHART II

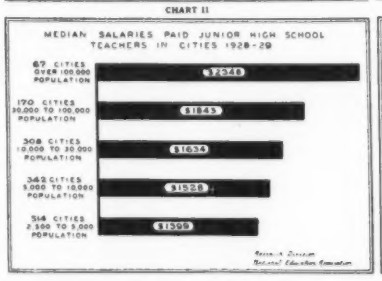


CHART IV

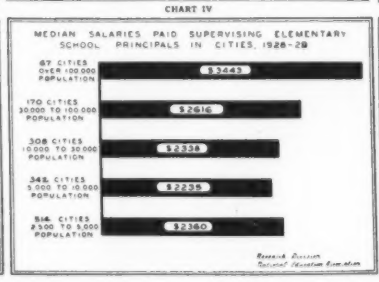
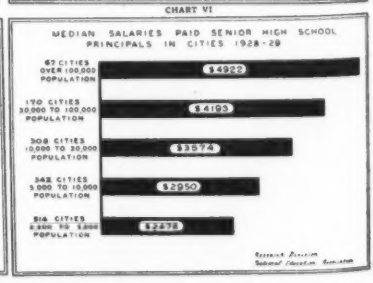


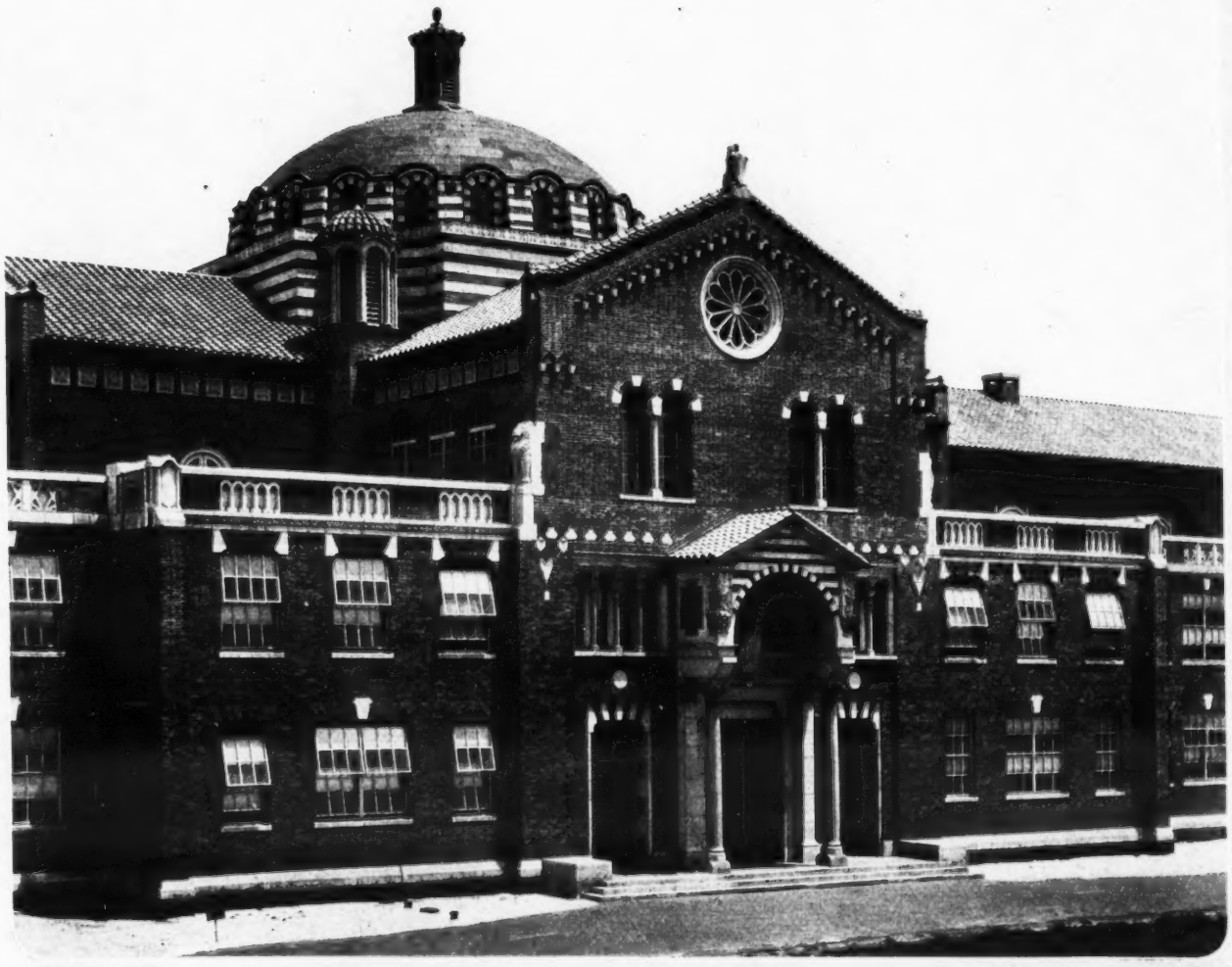
CHART VI



TEACHERS' SALARIES DURING THE SCHOOL YEAR 1928-29

This interesting compilation of median salaries as prepared by the Research Division of the National Education Association, indicates clearly that the large cities pay the highest salaries.

INTERNATIONAL AUSTRAL WINDOWS



Girls' Senior High School
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Edwards & Sayward
Architects

NO detail of school planning is of more vital importance than the windows, for upon them depends proper ventilation.

After an exhaustive study of this subject, the architects of the Girls' Senior High School reached the conclusion that, not only is fresh air from an open window the best ventilation, but that the deflector (Austral) type of window is the only one which gives this ventilation without permitting drafts. International Austral Windows, therefore, were specified for this building.

The windows in the classrooms are fitted with a special operating device whereby all the windows in each classroom are opened and closed simultaneously. This, of course, permits an even distribution of circulation, while a quarter opening of the four windows in a group admits as much air as the full opening of an ordinary window with its perilous draft.

Also Manufacturers of the International Casement Window

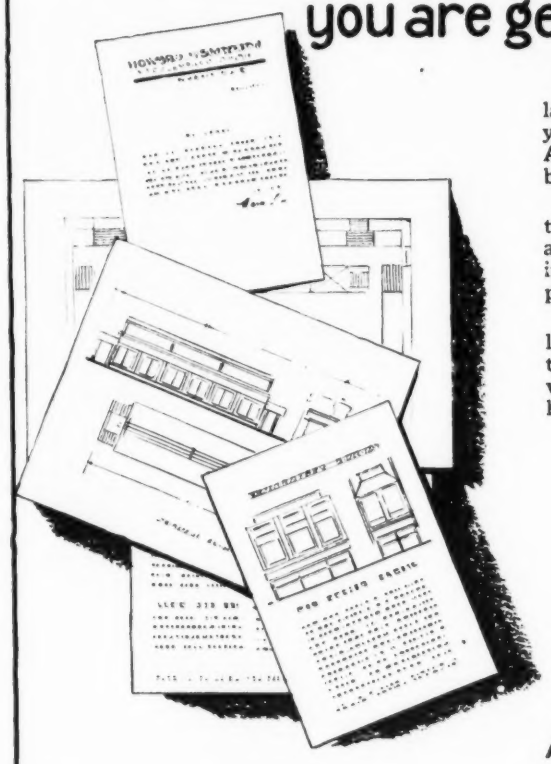
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A WESTERN TEACHER FOUND IT PAID TO KEEP HIS WORD

Secretary J. W. Crabtree of the National Education Association, Washington, D. C., recently accepted an invitation to attend a reunion at the Fairview District School, two miles southeast of Elmwood, Nebr., where he taught nearly half a century ago. Mr. Crabtree told of his experience in this school and how he went back to the school at a financial sacrifice in order to keep his word. He believes that the fact that he kept his promise in the face of an alluring offer resulted in his promotion and helped him to live a more honorable life. He writes in part as follows:

"I had an experience in connection with this district school which I shall never forget. I had been teaching in the district for several terms when, in March or April, 1888, I was asked to remain the next year at a slight increase in salary. I promised to remain. A little later when in Elmwood, a nearby village, I was offered the principalship of the Elmwood schools and I agreed to accept but stated that I would need to see the members of the district board since I had promised them for the next year. These members, interested as they were in my welfare, took the view that in fairness to the people of the district they would be compelled to hold me to my contract.

"My teachers at the normal school, including the principal, thought I ought to go to Elmwood in spite of the decision of the board. They thought the district owed me better treatment than that after several terms of service. I almost decided to go and yet I could not feel fully justified in taking that step. I had been told, and thought myself, that I might never have another chance for a principalship. That view made it more difficult to obey my own conscience. I then told my father about it. He thought these teachers ought to know best. He did not, however, like the idea of my going back on my word if I had actually made a promise. He thought it always paid to keep a promise and to do right regardless of cost. I finally decided to go back and work in the same spirit as before.

"I was soon very glad that I went back. There was a satisfaction in it to me during the year. I felt honest pride in having made good my promise. Later board members and parents wondered whether they did right in holding me. It then became my duty to assure them that they did exactly right and that I was glad I had remained. They did right as they saw it at the time but they would have taken the opposite view later on. I felt happy in my work as a result. Imagine my surprise in the following March to receive a request from the secretary of the board of education at Ashland, to visit Ashland immediately if interested in the principalship of the high school. I made the visit and was elected.

"I wondered how it had happened. I learned later that Dr. Hobbs of Elmwood, when attending a medical convention in Ashland and hearing that they needed a high school principal, had told them of my having been elected at Elmwood and why I had not accepted. Members of the board told me afterward that that which appealed to them and gave me an advantage over more experienced was my going back to the district at a fina sacrifice in order to keep my word. It aid giving me the confidence and affection of the of Ashland during my six years as principa superintendent.

"There is no telling how much it meant to keep that promise. It doubtless helped receive promotions. It helped me to live a honorable life than I should have lived started out on the other plan. So, after all, fine directors, in carrying out their obligatio the district, actually conferred a greater fav me than they would have done by acceptin resignation. I am anxious to visit that schoo community. Those friends would cross the con for me. I shall cross it to see them."

ALL OVER!



VACATION COMES TO AN END
—San Francisco Chronicle.

SAFETY OF SCHOOL CHILDREN

—Frederick H. Ernst, assistant to Super dent William J. S'Ohea of the New York school system has been appointed to take of the enforcement of safety regulations i board of education building. As the first st ward safeguarding the hundreds of administ employees in the building in case of emergenc Ernst has ordered more legible exit signs throughout the building. Under the law the headquarters building is not required to periodic fire drills. As an equivalent for such Mr. Ernst has requested the various bureau to see that their clerical staffs are informe to get out of the building quickly in case emergency.

UNIVERSITIES PROMOTE VISUAL EDUCATION

The University of Kansas and the Univer Iowa are independently promoting visual edu among the high schools of their respective st an interesting manner. Each of the unive have purchased complete sets of DeVry schoo which are maintained in a film library and a out to the high schools of the state at a n rental. The Bureau of Visual Education of th versity of Kansas not only supplies films, h obtained a number of projectors which are to small rural schools for special occasion University of Iowa furnishes only films, b adopted an aggressive program of help fo and village high schools as a means of ex work. Both universities have a considerable s films from the best original sources.

Wilson

SECTIONFOLD PARTITIONS

(REG. U. S. PAT. OFF.)



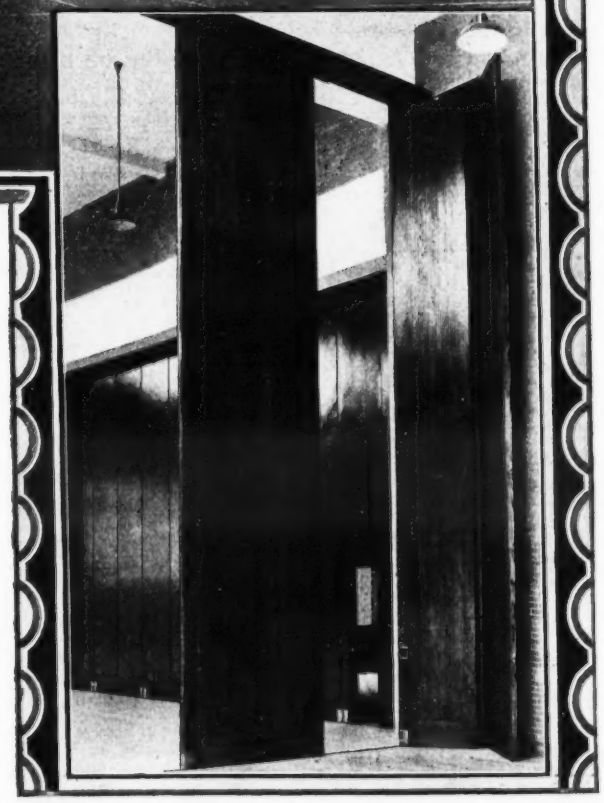
Wilson Sectionfold Partitions in Gymnasium of McKinley Technical High School, Washington, D. C. Note movable bleachers with partitions folded between them. Albert L. Harris, Municipal Architect.

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FOR separate or combined classes or games, subdivision of the modern gymnasium is accomplished by Wilson Sectionfold Partitions as illustrated above.

The doors are usually 3″ thick with flush surfaces both sides, avoiding deflection of basket balls, hand balls, etc., and preventing injury to players thrown or falling against the Partitions.

In many gymnasiums no provision is made for permanent seats or bleachers and movable ones are used. The partitions may be arranged to fold between, or in designing the building, pockets into which the Partitions fold may be provided and when the entire gymnasium is to be used a clear wall space entirely around it is obtained. Movable bleachers may be placed in front of the pockets to provide additional seating capacity.



Wilson Sectionfold Partitions in gymnasium of Hyde Park High School, Boston, Mass. Note pocket door, also pocket which allows folded partitions to set flush with walls.

Full details and illustrations showing how Sectionfolds will increase gymnasium and classroom facilities of modern schools are shown in our Catalog.

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The Functions of the Principal

The principal should have complete authority in his school. Since principals are not sufficiently expert in all subjects, especially those subjects most recently added to the curriculum, specialists are needed to help make the work effective. Such supervisors must of necessity work under the immediate direction of the superintendent, but as helpers to him and the principals, not as administrative officers. Supervisors with administrative functions would divide authority and decrease efficiency. Authority must be coincident with responsibility, and since the principal is responsible for his school, the authority also must be his.

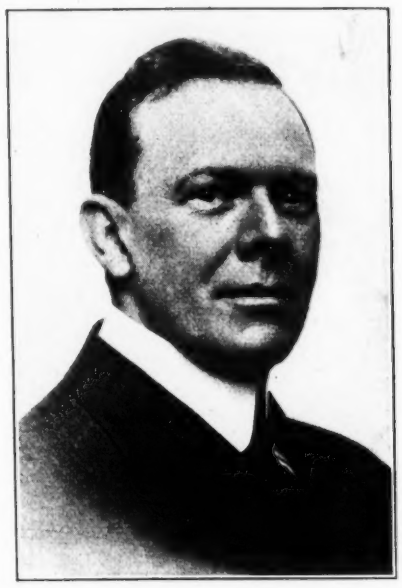
As between the supervisor and the principal, the latter is supreme in his school. The supervisor is a specialist, an adviser, and a helping teacher who gives model lessons and helps in other ways. The supervisor knows more about the subject than the principal, who should lean on the former for technical advice. The principal should work with the supervisor and give her full credit for special ability. But the principal is the head of all in his school, and that includes the whole department of the supervisor.

Of course, there is a twilight zone between administration and supervision which may be better defined. In general, however, I believe the supervisor is an advisory expert, and should not be concerned with administration, except in the matter of materials and equipment as related to instruction. The principal is also a supervisor of instruction, and he calls upon the supervisor as an expert, especially when some research problem is confronted.

The attitude of the supervisor toward the principal depends quite largely upon the principal. If he commands the respect of supervisors, they will take their correct place. The relationship between a principal and a supervisor also depends upon the personality of the supervisor. When supervisors come into the office they ask what I wish to have done. They advise, but never command.

I am a firm believer in the unity of the educational program. In the principal this unity finds its strongest support, but in the special supervisor and special teacher, it too often finds its greatest obstacle. The correction of this condition is one of the great opportunities for principals and supervisors.

Principals of schools are the responsible administrative heads of their respective schools, and are charged with the organization, supervision, and administration thereof. Every person coming into direct contact with the teachers and pupils of a school should be under the supervision and direction of the principal of the school. The principal should be the sole rating officer for the teachers of the school.—*Arthur S. Gist.*



DR. RICHARD B. DUGDALE
President, Board of Education,
South Bend, Ind.

When Dr. Dugdale assumed the presidency of the South Bend board of education recently, he was by no means a new man in that office. While he succeeded Frank Mayr, Jr., who held the presidency during 1928-29, Dr. Dugdale held the office from 1919 to 1921 and again from 1922 to 1927. His connection with the board covers a period of twelve years.

Needed: A Few Stop Watches

Garry Cleveland Myers, Ph.D., Head Division Parental Education,
Cleveland College, Western Reserve University

In this JOURNAL, several months ago, the writer wrote, about as vigorously as he could, a condemnation of the stop watch used in school. He expressed the ardent wish that all except a few saved for experimental purposes might be destroyed. Unfortunately, he overlooked something very important in that article. Here he comes to beg that a number of stop watches might also be employed for another very valuable purpose.

He is pleading now for the stop watch to help save human suffering, quite as truly as he attempted in the other article to have the stop watch destroyed, to avoid human suffering. The suffering souls whose cause he was pleading in the other article are school children. Those for whose sake this article is written are adults. They are parents, teachers, school-board members, principals, superiors, superintendents, college professors of education, and other grown-ups who attend educational gatherings.

How much we must suffer for the want of a stop watch, certainly for the want of a stop! At the Cleveland convention of the N. E. A., last winter, a few sessions, notably those of the National Society for the Study of Education, were conducted within reasonable time limits. Each speaker's time was printed on the program and the chairman had the courage to hold each speaker within his allotted time. But some sessions made one think the speakers are senators.

Some of us attended midday luncheons where the speeches dragged out toward the night. At such luncheons it often happens that besides the regular speakers on the program there are a few celebrated educators who happen to drop in. Of course, they must be heard from out of respect. True to form, each such celebrity accepts the honor literally and deludes himself to think that he is the main and only speaker of the hour. He rarely is prepared except to talk at length. When he sits down we graciously applaud with the feeling "That's over. I wonder how many more." As a rule, one can quite accurately estimate the number just by counting noses at the "speaker's table."

Some of these luncheons are labeled "Conferences." Many other conferences are held where no good is served. Conferences differ from the general meetings, as a rule, by having more speakers, some of whom seem to ramble on indefinitely. The room in which the conferences are held is generally much smaller than the room for the general meeting. There almost never is any discussion from the floor. No time is left for that after all the speakers have had their innings. There is an occasional meeting called a "Round Table." But it differs from the conference only in name, as a rule, and has numerous speakers and a chairman who may have no stop watch or who may have one which he never uses.

It is at these conferences and round tables that a stop watch would be very serviceable in the hands of one who has the spine and skill to use it. Perhaps the "big boys" who say their pieces before the main gathering should not be annoyed by a timepiece, particularly those who "put it over" well.

For the conscientious souls who sit in the conferences, who are the vassals of the round tables, we should like to see some succor offered, to protect them from the lordly knights and ladies who don't know when to stop talking.

Perhaps the Rotarians and Kiwanians have something to offer the conferring educators. There it is! An alarm clock! This faithful instrument relieves the chairman of responsibility, and from the embarrassment of calling down the speaker; it also wakes up the worn-out listeners.

These larger national gatherings are imitated by the smaller ones. A good deal of money is wasted on speakers who talk far over time at

(Concluded on Page 96)

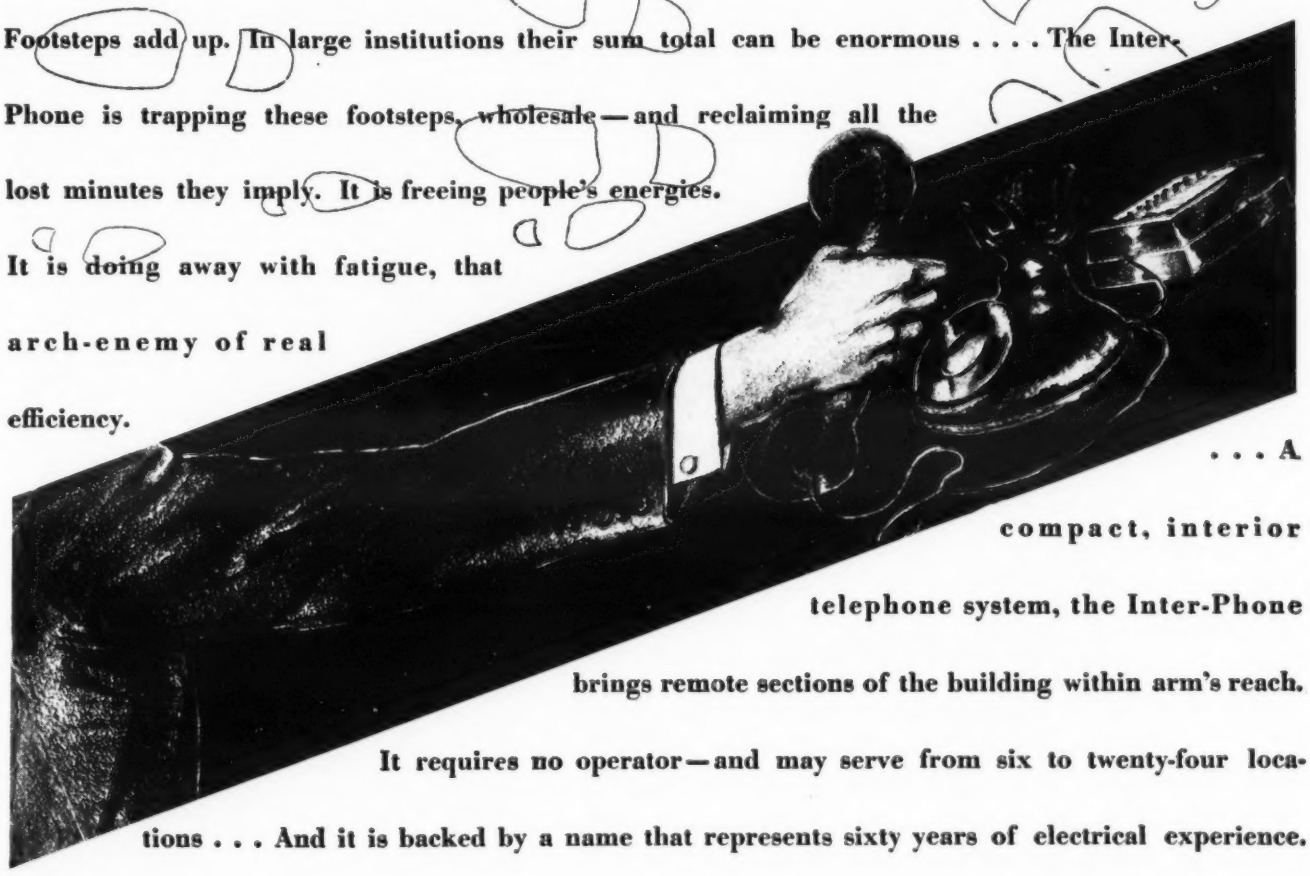


ONE-ROOM RURAL SCHOOL, ULSTER TOWNSHIP, FLOYD COUNTY, IOWA

This interesting new school building is typical of a new type of permanent schoolhouse which is being erected in the state of Iowa. The building has a concrete foundation, rocktex face tile walls, and an asbestos shingle roof. The building is equipped with a playroom in the basement, a classroom, an inside stairway, and inside toilets.

TIME TO CATCH ALL THOSE WASTEFUL FOOTSTEPS!

THE time is now. The place is any place in a school where a wasted footstep has stolen away its bit of some teacher's valuable energy. There are many, many such footsteps . . . Everlasting footsteps—footsteps—footsteps, walking away patience; stealing precious minutes—here—there—everywhere...And all for little matters of routine; for a moment's conference, to deliver a message, to get a report . . . How much easier—how much quicker—to press a button at one's desk, and let the Inter-Phone do the rest! . . . Footsteps add up. In large institutions their sum total can be enormous . . . . The Inter-Phone is trapping these footsteps, wholesale—and reclaiming all the lost minutes they imply. It is freeing people's energies. It is doing away with fatigue, that arch-enemy of real efficiency.



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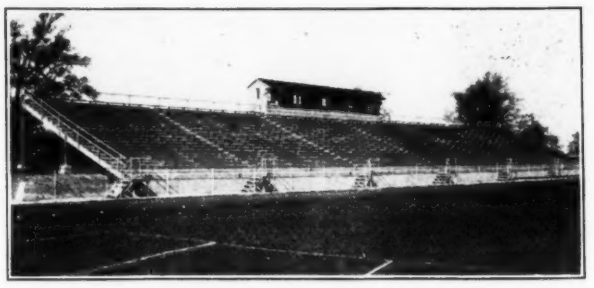
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(Concluded from Page 94)

state conventions and county institutes. Think of the total amount of human suffering by teachers, which could be avoided, if at such meetings a stop watch were used and if no speaker were allowed more than thirty minutes!

There is little hope that correction of this annoying practice of making speeches which are long, will ever come from the speakers. They enjoy it too much to cut their pleasures short. Relief will have to come through chairmen who have lots of common sense and courage.

Will we ever reach the day when program makers will not try to crowd so much into one session, when every program will be printed with the time limit of each speaker, when each chairman will not let a speaker go a minute past his time, when no new numbers will be added, and when every meeting will adjourn exactly at a time printed on the program? By and by there may be officers provided by large conventions, who will go about checking upon how well each chairman held his speakers to their time limits; when the chairman who so protected their audience would be publicly praised in our leading educational journals. But it is hard to look so many years ahead.

GOOD HIGH-SCHOOL STUDENTS SEEK COLLEGE COURSE

Forty per cent of high-school seniors in Wisconsin who declared their intention of entering a four-year college course in the state-wide cooperative testing program carried out last spring have been found to rank in the upper thirty per cent of scores made in the tests conducted by the director of the bureau of guidance in the University of Wisconsin.

Of 16,000 seniors who took the tests, 7,404 expressed an intention of going to college. Analysis of the scores made by these students shows that among students who made the highest scores are the largest number who propose to continue their schooling.

In the group having a percentile rank from 91 to 100, the number who intend to go on to college is 1,150, or 15.53 per cent of the total who intend to continue. In the next group, those having a rank from 81 to 90, the number is 972 or 13.13 per cent. In each succeeding group, with percentile ranks from 71 to 80, the number is 893 and the percentage 12.06. In the group with percentile ranks from 61 to 70, the number is 802, and the percentile is 10.83. The decreases continue steadily down to the group having percentile ranks of 10 to 10 in which the percentage who intend to go to college is only 5.79.

The percentile ranks are based on the total number who took the tests, 16,600. The 166 seniors who had the highest score are ranked at the 100 percentile, the group of 166 with the next highest scores are ranked at the 99th percentile, and so on down the line.

CHANGING THE SCHOOL-LEAVING AGE IN ENGLAND

The English parliament has committed itself to a program which provides for the raising of the school-leaving age from 14 to 15 years on and after April 1, 1931. The change which has been made in part to overcome the present lack of employment for adults in Great Britain, will make it possible for a larger number to attend school a year longer. It is estimated that the change in the school-leaving age will result in an increased attendance as follows: 1933, 431,000; 1934, 578,000; 1935, 627,000; 1936, 587,000; 1937, 527,000.

The change will require an increased number of teachers, which will depend upon a variety of factors, of which the most important are the schemes of reorganization now in course of preparation. To meet these increased demands, the several training colleges have been asked to make plans for increasing the number of their students for the next two years.

It is believed that the change in the law will be of material benefit to children who are allowed to remain in the elementary schools another year. At the present time they are taken from school just at the time when they are likely to benefit most by their training.

It is expected that the government will make a generous grant of funds toward the cost of the new plan. Eighty per cent of the cost has been mentioned. The grant will be given for the reason that the government recognizes the seriousness of the unemployment problem and seeks to remedy it.

The supply of teachers for these additional pupils is expected to be quite equal to the demand, since each vacancy has been attended by a large number of applications.

LAW AND LEGISLATION

—County Superintendent M. F. O'Rear of Fenton county, Ind., has refused to turn over the office to his successor, Fred Hull. Mr. O'Rear bases his position upon the law which reads that "no person shall be elected as a county officer who shall not be an elector of the county, nor any one who shall not have been an inhabitant thereof during one year next preceding his selection."

A new law which has gone into effect in California provides that boards of education, school trustees, and official bodies having charge of school systems must publish once a year financial statements of their receipts and disbursements. In comment of the new law the San Andreas Prospect says: "The right sort of publicity hurts no governing board, and nine times out of ten the various boards will welcome with delight the turning of the searchlight of public scrutiny upon their efforts in doing the best in their power in serving their constituents. And when a public official frowns upon the idea of letting the public know how he is spending the taxpayers' dollars it is high time that the grand jury began a thorough investigation."

—At Lowell, Mass., it develops that the mayor of the city has arbitrary powers in the selection of school sites. The Lowell Sun says: "Vesting such power in a school board or a city council is one thing, but reposing it in one man, whether he be mayor or poundkeeper, is quite another. If it were intended that a mayor was to be "monarch of all" in the selection of school sites, why should the law make any mention of the school board at all? Are not the interests of the public amply safeguarded against any possible extravagant tendencies of school boards by the provision of law which makes it incumbent upon the city council to provide the money for such investments? Is it assumed that the municipalities of Massachusetts are in the habit of selecting as chief executives men whose perspective in school matters is superior to the composite judgment of school boards and city councils? If this is the theory, it is to be feared that it does not always work out in practice."

—The Supreme Court of South Dakota, has rendered a decision that the reading of the King James version of the Bible and the recitation of the Lord's Prayer is necessarily devotional and an infringement of religious liberty. The decision invalidates the state law permitting the reading of the Bible.

Get these Profits *from* Protection



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One way in or out promotes order—simplifies discipline—protects children against loiterers and "bullies" who would interfere with play.



—on the next page read about Page Fence Association plan service

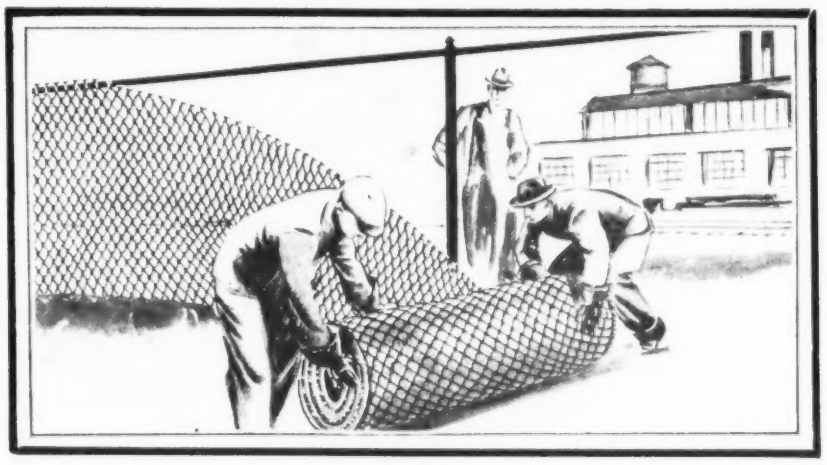
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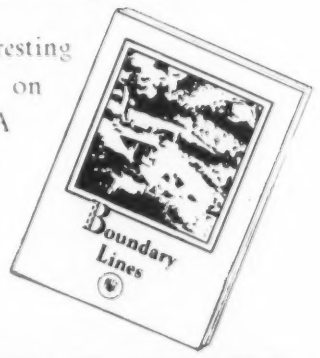
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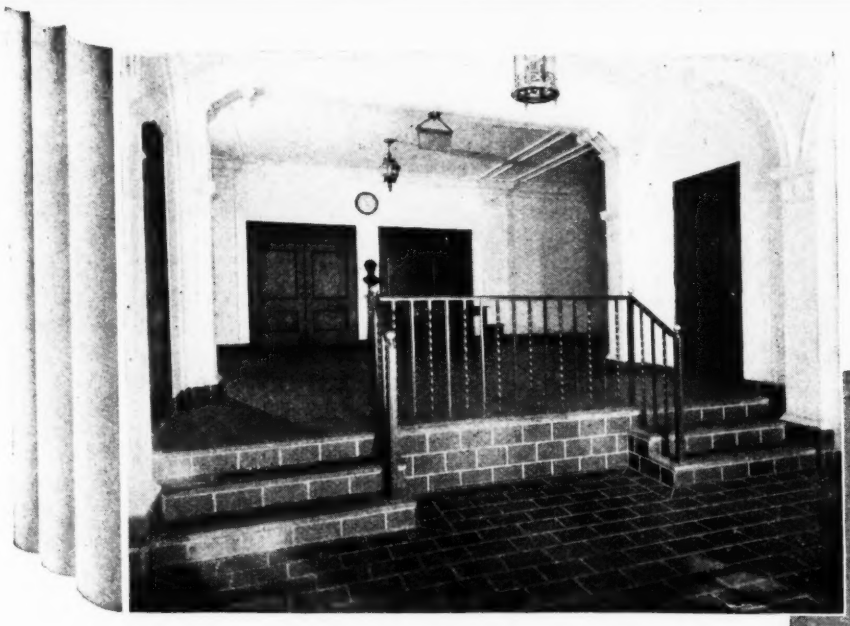
This PROTECTION plan book is yours—no obligation

"Boundary Lines" is an interesting book full of valuable facts on boundary line protection. A copy is yours for the asking. Write the Page Fence Association, 520 No. Michigan Avenue, Chicago, Illinois.



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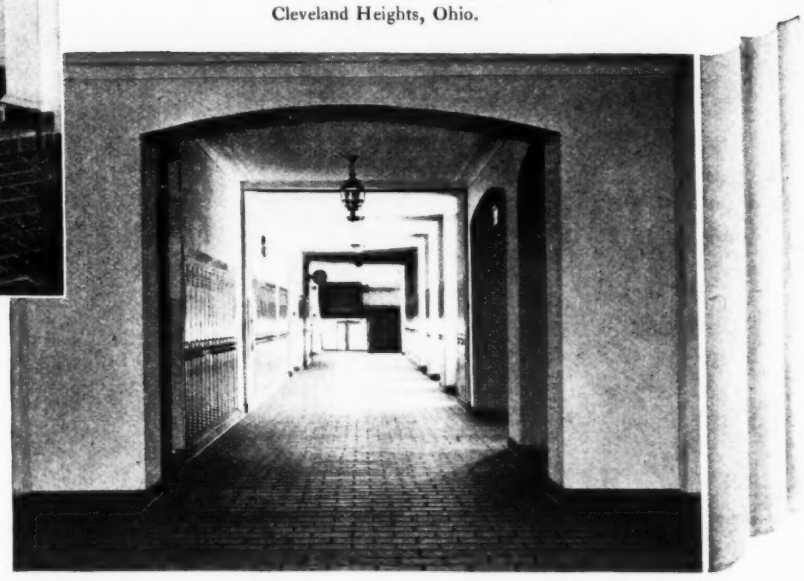
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Romany Tiles are used in entrances, corridors, offices, cafeterias, stairways, and lavatories—wherever traffic is the heaviest. And as long as the building stands, the Tiles will remain fresh and unmarred, creating warmth and beauty for generations yet unborn.

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Gas, hitherto available generally only in larger towns and cities, may now be used in small-town school and college laboratories. These schools ***need*** gas in chemistry, physics and domestic science laboratories in order to effectively present these subjects in an up-to-date, modern manner.

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The SKELGAS installation is easily made. Two cylinders of SKELGAS in a baked enamel steel cabinet, which is provided with a lock, and gas piping to the Bunsen burners, hot plates and ranges. That's all. Gas is used from one cylinder at a time, and flows at constant six ounce pressure. As needed, fresh cylinders are easily installed. The turn of a lever brings the second cylinder in line when the first is emptied.

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Please send us without obligation full details on the Lunt & Haley Units ☐
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CHICAGO CORRESPONDENCE

It has been estimated that one third of Chicago's 13,000 public-school teachers, and one fourth of the 350 principals, live in the suburbs outside the city limits. This fact irks some of the city officials, and almost every summer while the teachers are on vacation, some official breaks into print with the suggestion that teachers be compelled to live inside the city. (Civil Service employees of the city are required to live in Chicago.) Recently a resolution was put through the city council directing the various departments of the city government "to employ none but residents of the city where the compensation of such employee is defrayed from the city's payroll." The resolution also added, "whenever an employee of the city government shall remove his or her residence outside of the city limits, such removal shall ipso facto terminate and sever his or her relations with the city payroll."

Teachers are not under civil service. In fact, they are under tenure granted by the state legislature. Although tried many times in the past, no political or other agitation has had sufficient strength to compel the teachers to reside inside the the city. Probably the school board is the only authority which could make such residence mandatory, for one interpretation of the law holds that teachers are not employees of the city government. At present some teachers commute back and forth daily from homes as remote as forty miles from their work.

One alderman laments that so many teachers by living in the suburbs help support other communities, whereas the least they could do would be to help support the government of the municipality that pays them. In one sense, however, Chicago is the gainer by having so many teachers residing outside the city. Teachers seldom are heavy taxpayers; in fact, their salaries are usually exempt from taxation. Therefore, the city government would derive little revenue from teachers. On the other hand, thousands of Chicago teachers are married and have children (the Chicago board permits employment of married women teachers). Suburban towns often carry the expense of educating the children of these married teachers.

Undoubtedly there is merit in the officials' complaints but, as long as transportation is so good to the suburbs, teachers with families, like thousands of other citizens, will want to go out to the "wide open spaces" to raise their children. Perhaps the remedy is to extend the city boundaries to include the whole metropolitan area.

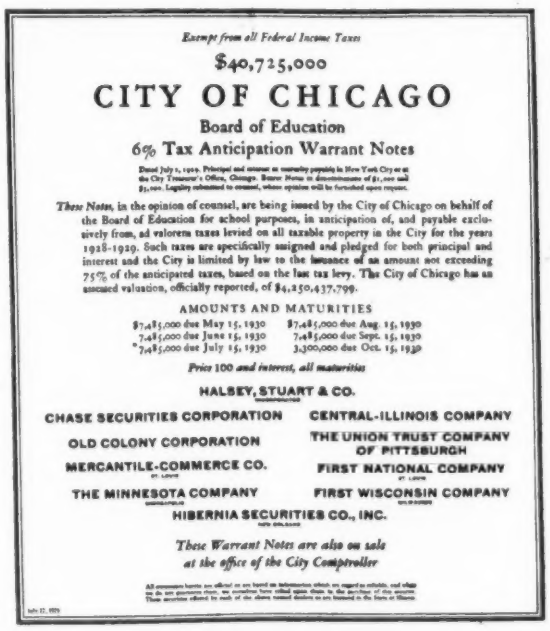
It would be hard to believe that an announcement like the following would be pertinent in a congested city, yet Superintendent Bogan sent it to all principals:

"On or before Aug. 10, all ragweed plants in Chicago and vicinity should be destroyed. From Aug. 10 to 15 ragweed begins to pollinate, distributing a fine, yellow dust in the air, and continues until frost. Scientists say that twelve hundred tons of pollen are thrown into the air from vacant lots around Chicago.

"Hayfever often causes asthma, and incapacitates people for work. About 90 per cent of hay fever is caused by ragweed pollen, and thirty to forty thousand people in Chicago are afflicted.

"Destruction of ragweed is a phase of good citizenship, making our city a more healthful and beautiful place in which to live, not only for ourselves but for all who come within our gates."

Early in August the board of examiners for the board of education held examinations for teachers'



Exempt from all Federal Income Taxes

$40,725,000

CITY OF CHICAGO

Board of Education

6% Tax Anticipation Warrant Notes

Dated July 1, 1929. Principal and interest as normally payable in New York City or at the City Treasurer's Office, Chicago. Bearer Notes in denominations of $1,000 and $5,000. Legality submitted to counsel, whose opinion will be furnished upon request.

These Notes, in the opinion of counsel, are being issued by the City of Chicago on behalf of the Board of Education for school purposes, in anticipation of, and payable exclusively from, ad valorem taxes levied on all taxable property in the City for the years 1928-1929. Such taxes are specifically assigned and pledged for both principal and interest and the City is limited by law to the issuance of an amount not exceeding 75% of the anticipated taxes, based on the last tax levy. The City of Chicago has an assessed valuation, officially reported, of $4,250,437,799.

AMOUNTS AND MATURITIES

$7,485,000 due May 15, 1930	$7,485,000 due Aug. 15, 1930
7,485,000 due June 15, 1930	7,485,000 due Sept. 15, 1930
*7,485,000 due July 15, 1930	3,300,000 due Oct. 15, 1930

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WHEN CHICAGO NEEDED MONEY TO CONDUCT THE SCHOOLS UNTIL 1930

certificates in certain special subjects, namely: sign-painters, bakers, milliners, lathers, and bricklayers. What a shock to the memories of nineteenth century educators!

A former head of the department of registration and education of the state of Illinois has been indicted for operating a "Quack License Mill." It is alleged that approximately one thousand fake licenses have been issued to doctors and dentists. Forged diplomas of graduation from Northwestern University and the University of Chicago were made from forged seal plates. These plates were thrown in Lake Michigan when discovery was imminent, but the state's attorney employed divers who brought them up from the lake bottom to be used as evidence in the forthcoming trials. Is it possible that there are ex-stenographers, or ex-insurance salesmen, or ex-something else employed in schools in Illinois or other states, untrained in teaching but holding teachers' certificates obtained through this or some other "quack diploma mill"?

A six-year battle to condemn a thirty-acre site for the Lane Senior High School and trade extension school has just been won by the board of education. The school board has won the right to take over the mid-city golf course grounds at Addison and Western Avenues, at a cost of $525,000, or $17,500 per acre. It is planned to erect the largest technical high school in the world on this site, to house 5,200 students and to cost $5,500,000. The plans for the building are 75 per cent completed. The board has already authorized the project, hence bids will be advertised and contracts let as soon as the plans are completed.

Between July 1, 1928, and July 1, 1929, twenty-four new buildings or additions were opened for occupancy. A total of 17,992 new seats were provided, at a cost of $13,351,000. During the same period, the school board acquired nineteen school sites, at a cost of $2,500,000.

The Cook county revaluation of property for taxation purposes has been completed, and tax bills which should have been sent out about last April will go out shortly. The state law says that taxation will be on the basis of full valuation; however, the board of assessors has set 37 per cent of full value as the percentage on which the various tax rates will be applied. The act of setting a lower equalization factor has been termed as a "misconduct ratio." Since the state constitution requires equalized valuations between counties, it would be

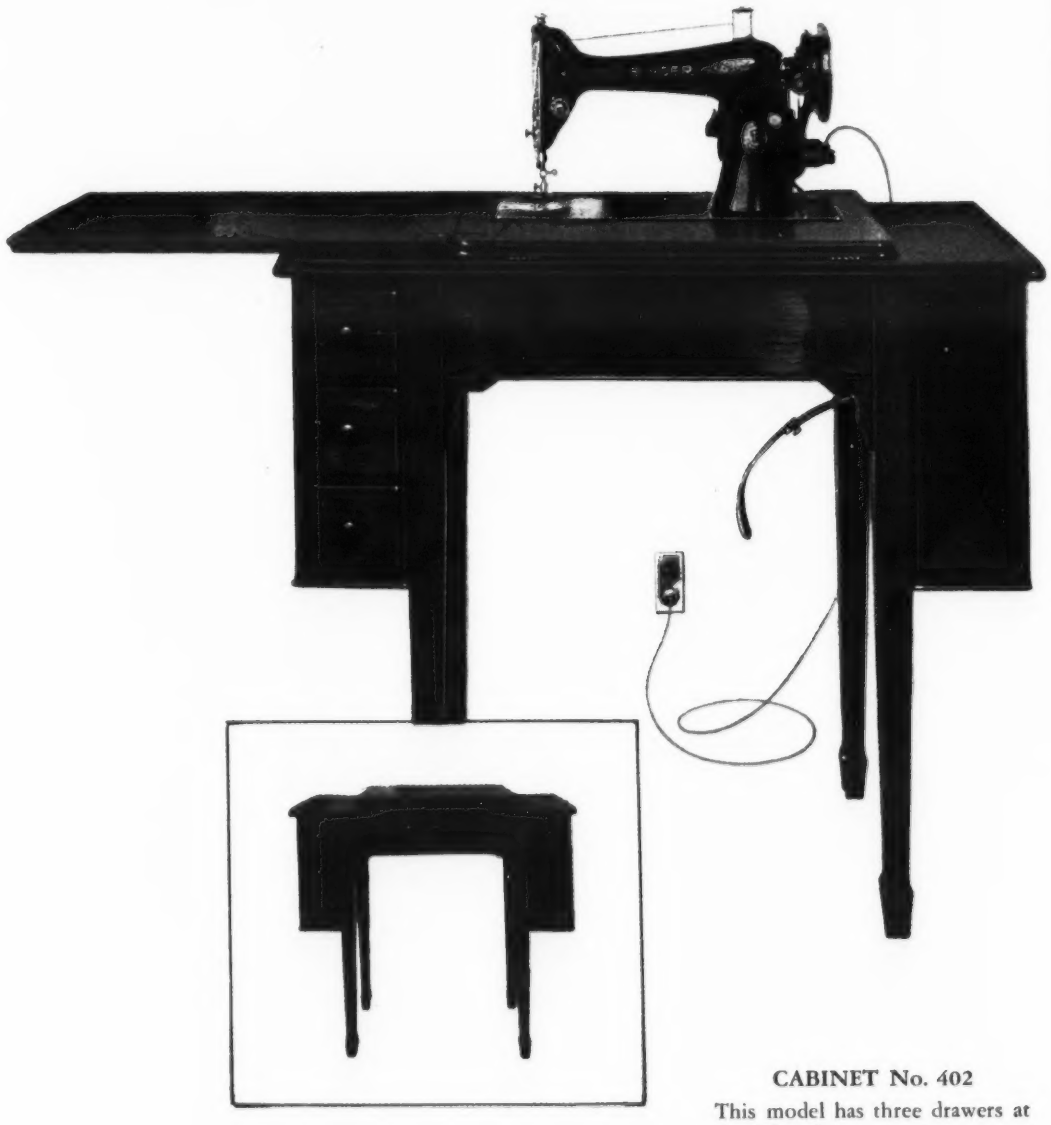
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SINGER ELECTRIC

The "STUDENT" Model

A Modern Electric Sewing Machine Especially Designed for Classroom Use

Today the schoolroom is the training ground not only for successful business careers but for happy and efficient living. Educators know that most homes are now electrified. Also, that an electric machine can do three times the work done on a treadle machine in a given length of time and with less effort. That is why leading schools are equipping classrooms with the Singer "Student"—the modern electric sewing machine especially designed for classroom use.



CABINET No. 402

This model has three drawers at the left and an open compartment for books and materials at the right

Classroom Features of

1. *Singerlight*—providing individual light, without glare or shadow, for each student.
2. *Adjustable Knee Control,* making possible a comfortable position for a child of any age.
3. *Safety Lock* on cover, insuring mechanism against vandalism or accident.
4. *Open Compartment* for storage of students' books, materials, etc., or if preferred, the machine may be equipped with two drawers on each side.
5. Cover, when opened, provides *extra length* for supporting large or bulky materials.
6. When closed, it forms a *flat-topped,* smooth table of convenient height, which may be used as a desk.
7. Choice of Rotary or Oscillating Sewing Mechanisms; *quiet, light running and free from vibration.*
8. *Large capacity round bobbin,* located horizontally under the slide, within plain sight and easy reach.
9. *Automatic Bobbin Ejector*—a touch of the finger raises the bobbin to a posi-

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The Singer Educational Service is provided solely to facilitate the teaching of machine sewing and to make possible in the home, through the medium of our schools and colleges, more extensive and profitable use of the modern sewing machine. The service is furnished without cost or obligation of any kind to the school using it. The service consists of the following:

An intensive course, for sewing teachers, of practical machine operation and adjustment, varying from one to ten periods of one hour to one day each, according to local needs and conditions.

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SEWING MACHINES

the "STUDENT" *Model*

tion where it may be instantly removed.

10. *The Singer Automatic Bobbin Winder,* with automatic release which prevents winding the bobbin too full.

11. *Upper and lower tensions easily regulated,* making possible a beautiful and elastic lock stitch on lightest or heaviest textures.

12. *Automatic Tension Release*—preventing puckered seams or broken threads and saving time and effort.

13. *Concealed Needle Bar*—eliminating the distraction of motion before the eyes.

14. *Thread Cutter,* located just above the presser foot, makes possible withdrawal of material and cutting of threads with one motion.

15. *Choice of built-in or attached motor,* each entirely safe, fully enclosed and dust-proof, with simplified wiring system and three pin terminal approved by the National Board of Fire Underwriters.

16. *Special legs* of any desired height, bringing the sewing surface to proper level for pupils of any size.

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Free textbooks for teachers taking the course.

Free loan of machines to teachers for practice work if machines are not available.

Free materials, to be used by teachers in practice work.

Free manuals on machine sewing for pupils of sewing classes.

Free wall charts, illustrating threading of machine and bobbin.

A demonstration lesson for sewing classes when the intensive teachers' course has been completed.



CABINET No. 401

This model has two drawers at each side. Both models when closed may be securely locked. The top provides a flat desk surface

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2. They are built to stand the abuse of "beginners".

3. The Singer Company offers a free educational service to schools and colleges.

4. Singer Service is universal and dependable. *In every city in the world* there is a Singer Shop equipped to effect satisfactory repairs and adjustments promptly, to supply needles, oils, belts, and to maintain the machines in good running order. *Such a service is not available from any other source.*

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6. Attractive discounts are given on all Singer models for school use.

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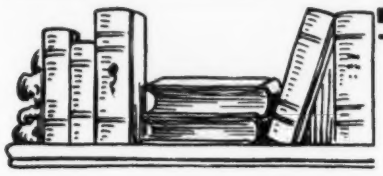
SEWING MACHINE COMPANY

INCORPORATED

EDUCATIONAL DEPARTMENT, SINGER BUILDING, NEW YORK CITY

SCHOOLS THROUGHOUT THE WORLD

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(Concluded from Page 99)

unfair to Cook county to establish a full value, when other counties are known to assess at more nearly a one-fourth value.

An interesting feature of the revaluation is the fact that Chicago valuations are lowered, while every suburban town has had an increase, the average being a doubled valuation for outlying towns. Heretofore, suburban towns have had low property valuations and high local rates. Thus they have escaped their proper share of county and state taxes which are based upon a uniform tax rate. Now these towns will have to cut their rates in two, or there will be twice as much tax money collected.

The results of the revaluation have been quite generally acclaimed by the press, although it is interesting to note that one assumption of the revaluators has not been borne out. It was assumed that Loop properties had been escaping their just share of the tax burden and that outlying home-owners were consequently bearing too large a proportion of the total taxes. Just the opposite proved to be the case. Loop values have been reduced, and home-owners would actually be paying more, except for the fact that the new equalization factor, set at 37 per cent, will, it is estimated, reduce all taxes in Chicago.

Under the new assessment, Chicago taxes will be less, and suburban taxes more, but it leaves a real problem for the officials of the various city government departments. Revenue normally expected will be lacking. For example, it is estimated that there will be $10,500,000 less revenue this year for the schools than was counted upon. Serious retrenchments have already been planned, such as closing special schools, adding more pupils to a room, and cutting teachers' salaries.

Chicago is spread out over a lot of territory. For instance, two schools, both within the city limits, are thirty-eight miles apart. The Ebinger school, located in a section of the city known as Edison Park (formerly a village), is seventeen miles northwest of the Loop. The Clay school, located in a section of the city known as Hegewich (formerly a village), is twenty-one miles southeast of the Loop.

A story, vouched for as true, is told about a young substitute teacher who was sent to the Clay school (3300 E. 133rd Street) to substitute during the sickness of a regular teacher. She wandered around through Hegewich and finally came to a school across the state line in Indiana. She reported for duty. It happened that the principal of the Indiana school had also sent for a substitute and supposed she was the one sent for. She served two days. It was not until her pay check was sent to her that she discovered she had worked in an Indiana school, instead of the Clay school in Chicago.

It requires a huge organization of school forces to run the Chicago public-school system. There are three coordinate branches of the system: the educational, the business, and the law departments. Following is the educational department's organization:

One superintendent of schools.
Five assistant superintendents.
Eighteen district superintendents.
350 principals.
13,000 teachers.
500,000 pupils.



SIGNING CHICAGO'S SCHOOL TAX ANTICIPATION WARRANTS

During the month of August the Chicago board of education issued anticipation tax warrants in the amount of $40,725,000, with which to conduct the schools from September 1, 1929, to January 1, 1930. The magnitude of the job of signing the warrants, which were $1,000 in denomination, may be seen in the present picture. Mr. Benjamin F. Holst at the left, signs for Mayor Thompson, and Mr. George K. Schmidt at the right, signs for himself as city comptroller. Each original signature is reproduced twenty times by means of additional fountain pens. (P. & A. Photo.)

The Adjustment won't Work Down!





UNIT MOVABLE DESK SET

HERE is a modern, practical school desk that assures easy, rigid, and positive adjustment. Unlike any other style, the desk and chair supports are wedge shaped. They do not depend on bolts and nuts and, therefore, cannot work down even if the adjustment studs are only partially tightened. . . . On other types of adjustable desks, one must strain and struggle to tighten the bolts to a point where they "bind" against the supports. Such an adjustment, depending on hand-created pressure alone, cannot have the security or permanence of this Heywood-Wakefield wedge-type of adjustment. . . . This desk has many other advantages, too, that experienced school buyers will appreciate. The under structure is built of heavy gauge steel tubing; the desk box is attractive and roomy; and the swivel-type chair has a deep seat and a posture back. . . . Write to the nearest Heywood-Wakefield sales office for detailed information on this and other modern school desks.

Send for our new School Furniture Catalogue 103-S

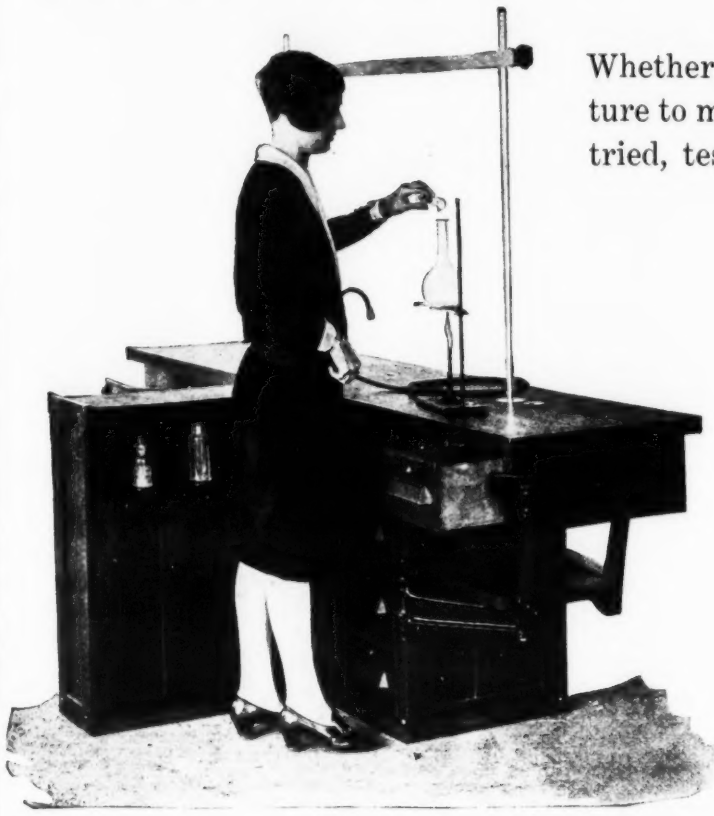
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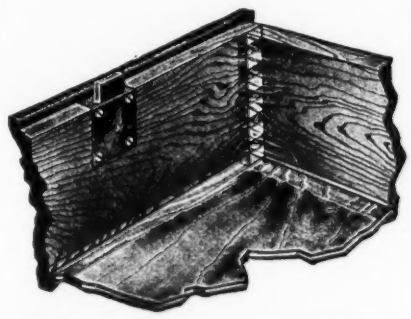
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Whether your school is large or small—you'll find Sheldon furniture to meet your requirements. And it is furniture that has been tried, tested and approved by over 18,000 schools and colleges.

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10	"	" Physics and Chemistry Tables
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25	"	" Biology Tables
6	"	" Medical Tables
16	"	" Domestic Science Tables
17	"	" Sewing Tables
50	"	" Manual Training Benches
9	"	" Art Tables
12	"	" Drawing Tables
27	"	" Cases and Cabinets
6	"	" Commercial Tables
28	"	" Auxiliary Furniture



All Sheldon drawers are dovetailed. A five pound weight dropped 14 inches into an ordinary tenoned, grooved and nailed drawer broke the tenons and allowed the sides to be pulled out the fifty-seventh time it was dropped. Tested exactly the same way the weight was dropped 500 times into a Sheldon dovetailed drawer without the slightest damage.

E. H. SHELDON & CO., MUSKEGON, MICH.

Laboratory Furniture Specialists for 30 Years

TUCSON BUILDS MODERN SCHOOLHOUSES

(Continued from Page 62)

In discussing the increase of the city's bonded indebtedness, due to borrowing more for school construction, it was shown that in 1927 the assessed valuation of Tucson was $26,256,000, and the amount of outstanding grade-school bonds $564,000, or 2 per cent. During that year $133,000 was paid off on previous bond issues and $210,000 worth of new bonds sold, making the net increase of indebtedness only $77,000. The new bonds are 20-year issues, to be paid off in annual installments, beginning with the eleventh year.

The proceeds of the first bond issue were used to erect four new buildings and four additions to existing structures. The $225,000 paid for two more buildings and four additions and provided a playground.

Considering her large Mexican population, it is not surprising to find the Spanish type of architecture predominating in Tucson's new schools. A liberal use has been made of open arcades and covered passageways, to protect pupils from the hot sun. Most of the walls are brick, with stucco finish.

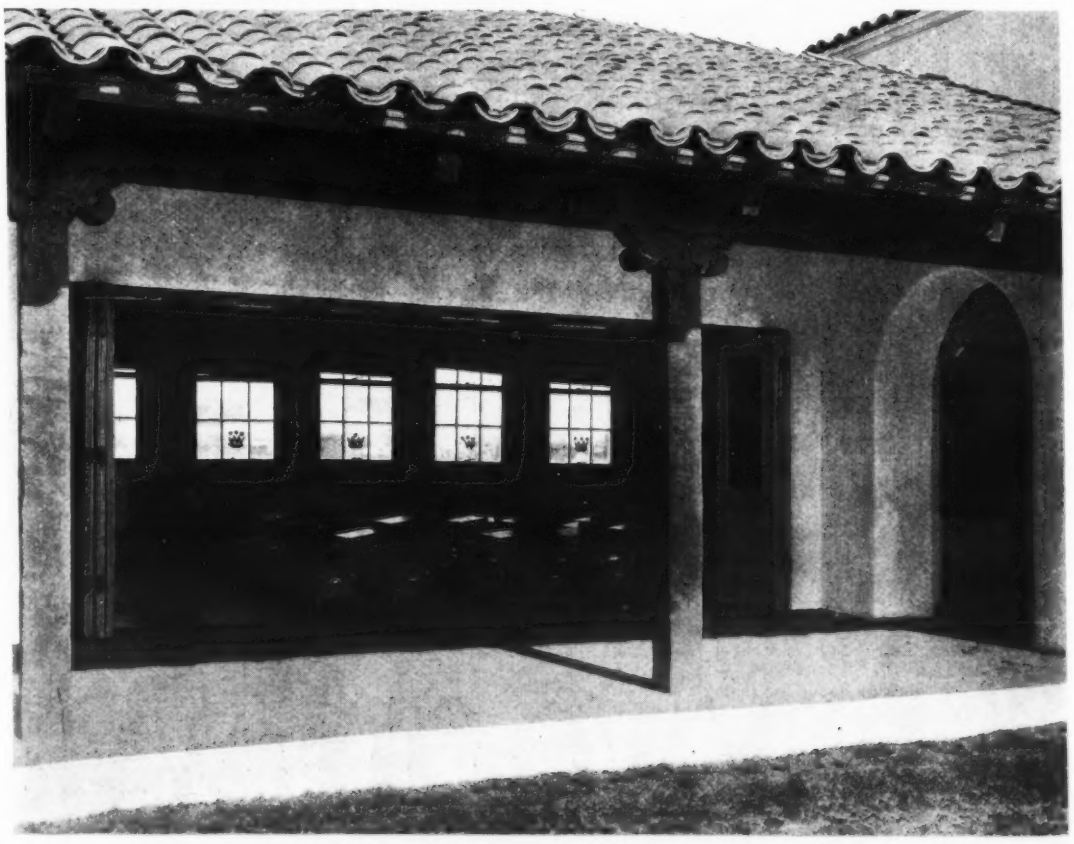
In planning the new buildings, provision was made for expansion. The original Ochoa School, for example, was composed of a central section 60 by 90 ft., with two classrooms across each end. Two more classrooms were added to one end section, making four rooms in a row. Future plans contemplate a duplication of the main building. The two structures will have their west ends connected by the two-room addition, the whole forming a U-shaped building.

A similar plan is being followed in the Miles School, which will have a patio 100 ft. square. The main building contains nine classrooms, to which were added two rooms. This is to be duplicated on the opposite side. On the fourth side of the patio, there will be an auditorium 38 by 100 ft., and a two-room addition on either end. There will be an inside open corridor the length of this end section, which will have a total length of 270 ft. The completed school will have 17 classrooms.

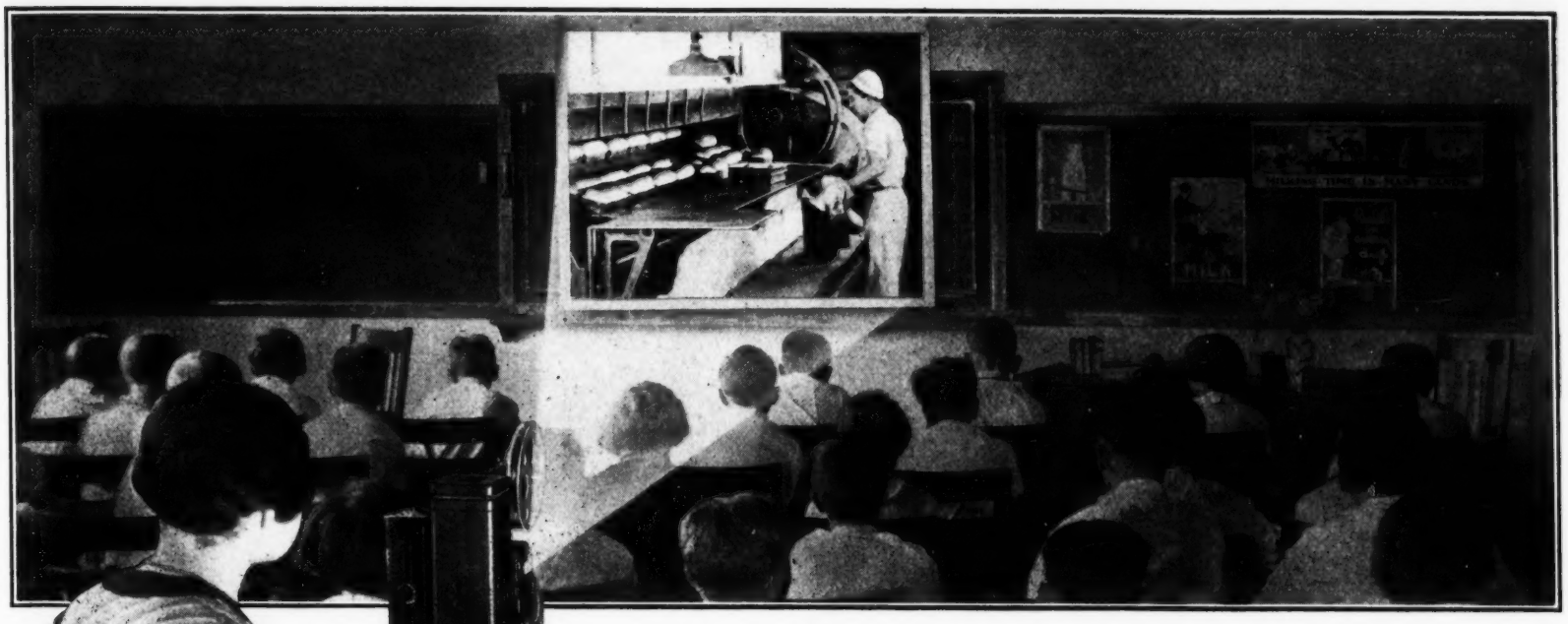
The Sam Hughes School, built in 1927, is a structure of pronounced Spanish type. The central part is reminiscent of an ancient mission, while the wings resemble old farmhouses. Snowy white walls contrast pleasantly with the variegated tile roof.

The feature of this school is the covered porch, 11 ft. wide, which extends 84 ft. on either side of the central section. This porch is open on the west, in the direction in which the building

(Concluded on Page 106)



OPEN AIR ROOM, SAM HUGHES SCHOOL, TUCSON, ARIZ.
Roy Place, Architect, Tucson, Ariz.



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(Concluded from Page 104)

fronts, and has a space 12 ft. square at either end inclosed with walls. Rough wooden beams and posts support the tile roof, which projects over the porches.

The building, 216 ft. in length, is divided into five classrooms with two toilets, one at either end. Each classroom is 20 by 32 ft. inside measurement. On the west side of each classroom there is a 17-ft. opening with folding doors. These wide doorways are opened during hot weather, being protected from the afternoon sun by the tile roof projecting over the wide porch on the west.

The fir floors are covered with battleship linoleum. The porch is floored with square red tiles. The doors and finish are of amapa wood, a kind of Mexican oak which is closer grained than the domestic variety, and does not wear so easily.

The Mexican and Indian school building which was remodeled and enlarged, was renovated and made sanitary. A beautiful new school, the Ochoa, was built in a Mexican neighborhood where disreputable homes constituted a veritable slum district. The influence on the Mexican people of a splendid school building in their midst has been remarkable, amounting to a veritable transformation. Well-kept homes, beautified with flowers and shrubbery, are becoming the rule.

Some knotty playground problems were solved. In order to relieve the shortage of space at the Safford-Mansfield school, a half block of land across the street from the schoolhouse was purchased and most of it used for playground purposes. A one-story apartment house and two small frame residences occupied part of the new grounds. The smaller buildings are being used for student instruction, while the larger structure has been remodeled and is occupied by the administrative staff of the city schools. On either side of the central hall there are offices for the superintendent, assistant superintendent, supervisors, library, secretary of the board of education and custodian of school property, purchasing agent, and visiting teachers. School officers formerly occupied quarters in different school buildings, an unsatisfactory arrangement.

After a more thorough canvas of the city's educational needs and taking into consideration the probable future growth of Tucson, the school authorities concluded that $350,000 would be entirely inadequate for a high-school plant. The amount was increased to $500,000, then $600,000, and finally to $750,000. The latter sum was voted in April, 1922, by a four-to-one majority, climaxing a campaign similar to the one which preceded the vote on grade-school bonds. The proceeds were used to build a commodious and complete high school.

Plans are now being made for the fourth number on Tucson's school-building program. Although the structures erected in 1927 accommodate 950 children, pupil attendance since the last buildings were constructed has increased 700, leaving a net gain in accommodations for only 250 children.

Mr. Rose has prepared a chart showing the probable increase in school enrollment during the next few years, counting one child of school age for every five residents. Letters were sent to 100 leading business men, asking for estimates of Tucson's population in 1930 and 1935. Ninety-six replies were received and four estimates received by personal solicitation.

The average of these 100 estimates predict that Tucson will have a population of 47,500 in 1930, and 60,000 in 1935. The present population is 40,000. Tucson is therefore expected to have approximately 4,000 more school children in 1930 than she had in 1927, requiring 100 additional classrooms, which will cost between $700,000 and $800,000.

The advantage of this method of determining future school needs, Mr. Rose points out, is that the figures used are furnished by a large number of representative citizens, in whose judgment the public has confidence. Securing such estimates from prominent taxpayers paves the way for enlisting their support of needed bond issues.

NEWS OF SCHOOL OFFICIALS

—MR. J. W. LOONEY has been elected secretary, and MR. F. E. COE treasurer, of the school board at Creighton, Mo.

—DR. W. E. SMITH has been elected secretary of the school board at Hartington, Nebr. MR. FRANK MILLER was elected treasurer.

—MR. C. L. WILLIS has been elected secretary of the school board at Craig, Mo., to succeed W. T. Crews.

—MR. C. H. BEAUMONT, Honey Creek, Wis., has been elected chairman of the school board. MR. ED. KUEHNE was reelected as clerk of the board.

—MR. GEORGE B. CLINE has been elected president of the board of education at Parma, Mich., to succeed W. H. Rogers.

—MRS. DORIS M. NORRIS has been elected president of the school board at Dearborn, Mich. MR. MICHAEL KORTE was elected as treasurer.

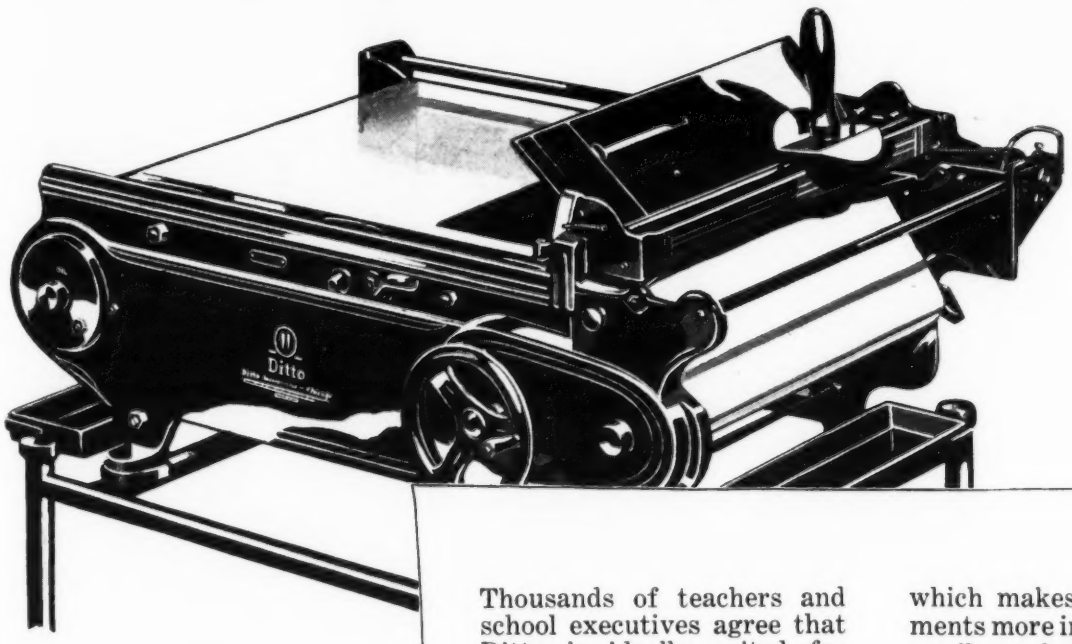
—MR. LEROY CLARK has been elected president of the school board of Redford's Union, Mich. MR. HUBERT BULMAN was elected secretary, and MR. J. C. BARNEY treasurer.

Tucson Schools

Cost of	*Miles*	*Sam Hughes*	*Ochoa*	*Ochoa Addition*
General Contract	$53,283	$45,163	$34,608	$13,725
Heating and Plumbing	11,122		8,283	
Lighting Fixtures	543	94		
Builder's Hardware		690	420	
Electric Work			639	
Extras	1,217	370	399	174
Architect's Fees	2,712	2,775	2,436	836
Total	$68,877	$49,092	$46,785	$14,735

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for student activities:
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- Election ballots
- Dramatic manuscripts
- Music arrangements
- Posters and drawings

in the office:
- Instructions to teachers
- Notes of meetings
- Reports to Board of Education
- Bulletins
- Office forms
- Card records

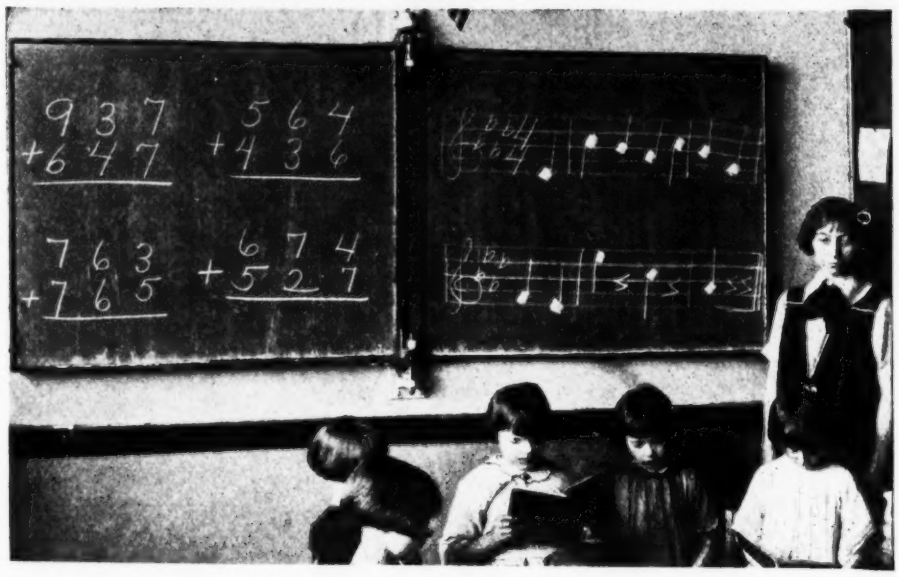
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NEW RULES & REGULATIONS

REGULATIONS CONTROLLING THE ELIGIBILITY AND SELECTION OF SCHOOL CLERKS

The board of public education of Pittsburgh, Pa., has adopted regulations for controlling the eligibility and selection of clerks. The rules are complete and comprehensive and cover both elementary and high-school clerks. They are as follows:

I. General Qualifications

1. All applicants who are considered for clerkships in the Pittsburgh schools must be graduates of a four-year high-school business course, or graduates of a four-year high-school general or academic course, followed by a business course in high school or in a special commercial school. No applicant will be eligible for first appointment who is over 35 years of age.

II. Elementary Clerks

1. All elementary clerks in the schools will be under the supervision of Dr. R. M. Sherrard, associate superintendent of schools.

2. All elementary clerks hereafter appointed to positions in the schools, before entering upon their duties, will be given one week of intensive training under the direction of the associate superintendent.

3. At stated intervals, the associate superintendent will call together all elementary clerks for drill and instruction.

4. The associate superintendent is authorized to call in any member of the superintendent's staff, who may have something to contribute in his or her special field, to assist him either in the intensive training to be given clerks, before they begin their duties, or to assist in their instruction after they are appointed.

III. High-School Clerks

1. All high-school clerks will be placed by the superintendent of schools, under the supervision of the associate superintendent of schools in charge of high schools, and the high-school supervisor of clerks hereafter recommended.

RULES AND REGULATIONS

—The board of education of Walla Walla, Wash., deems the school loafer an expensive member of a school system. The superintendent has recommended that the school board fix $480 as the cost per student in high school for four years and suggests that the student who fails be required to pay $30 for each subject he must take over again. A local press comment says: "Where failure is admittedly due to lack of application and not to sickness and enforced absence, such a penalty seems reasonable. The prospect of such a fine—for that is virtually what it is—might stimulate the prospective loafer to bestir himself and keep up with the class. Then there would be fewer flunkers."

—The board of education of Duluth, Minn., has abolished the committee system of three members each. The committee designations will be retained but each of the eight members will be a member of all committees.

—Milwaukee, Wis. The school board has amended its rules, providing that retiring teachers who have been in service for 25 years or more, may receive half pay for all unused portions of their annual ten-day sick-leave allotment up to 188 days.

—Bellingham, Wash. Under a new regulation of the school board, all books will be sold at cost to the students next fall. The action is due to the failure of the electorate to approve a special two-mill levy for current expenses.

—New York, N. Y. The board of superintendents has proposed new regulations to govern the excuse of schools for the purpose of attending graduating exercises of relatives from colleges and universities and class reunions. The action was prompted by Dr. William J. O'Shea, superintendent of schools, who called attention to the large number of absence leaves permitting teachers to attend commencement exercises.

—The board of education of Eau Claire, Wis., has abolished the rule which required a two-thirds vote on expenditures. A majority vote will now suffice. The board also decreed that the rules may be changed, amended, modified, or rescinded by a majority vote of all the members provided, however, that the proposed change has been submitted thirty days prior to any action taken.

NEW YORK CITY SCHOOLS REPORT LARGE ROLLS WITH SMALLER ATTENDANCE

The June statistical report of Supt. William J. O'Shea of New York City shows that the New York City day schools gained 14,088 in register, but lost 10,203 in average daily attendance during the twelve months' period ending with June 30 last. At the close of the school year in June, the total register of the schools was 1,015,539 pupils, of whom 928,957 were in daily attendance.

Of the increase in register, 7,812 pupils were placed under whole-time instruction, 3,447 were added to the short-time classes, and 2,829 were placed on special schedule. These increases, the report shows, made a total of 880,655 pupils on whole-time instruction, 67,247 on short time, and 67,637 on special schedule.

The elementary schools ended the year with 772,016 pupils on register, of whom 41,972 were on short time, and 23,556 on special schedule. This was an increase of 1,737 in register and 2,215 on short time, but a decrease of 3,370 on special schedule.

The high schools added 9,594 students to their enrollment during the year, their final register in June being 14,397. Of these, 24,059 were on part time, an increase of 1,386 over June, 1928, and 38,997 were on special schedule, a gain of 5,125 during the twelve months' period.

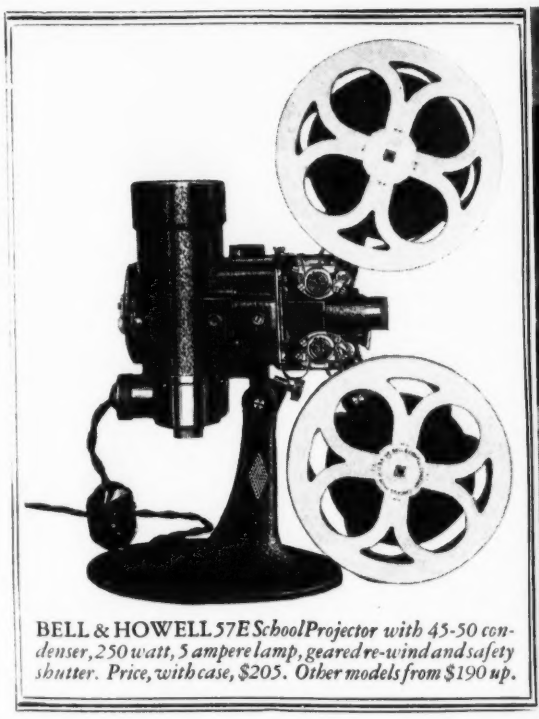
Supt. O'Shea pointed out that there is no short time in Manhattan, and that there was a decrease of 1,374 pupils in Queens. In the Bronx, it increased by 2,485, in Richmond by 682, and in Brooklyn by 422.

The decrease in short time was due largely to enrollment conditions in the several boroughs. In Manhattan the register decreased 9,918. Of this number, 8,100 were in grades above the first year, and exclusive of the junior high schools. The Bronx register increased 4,606 over the preceding year. In Brooklyn the increase was 1,144. Queens increased 5,866 and Richmond increased thirty-nine.

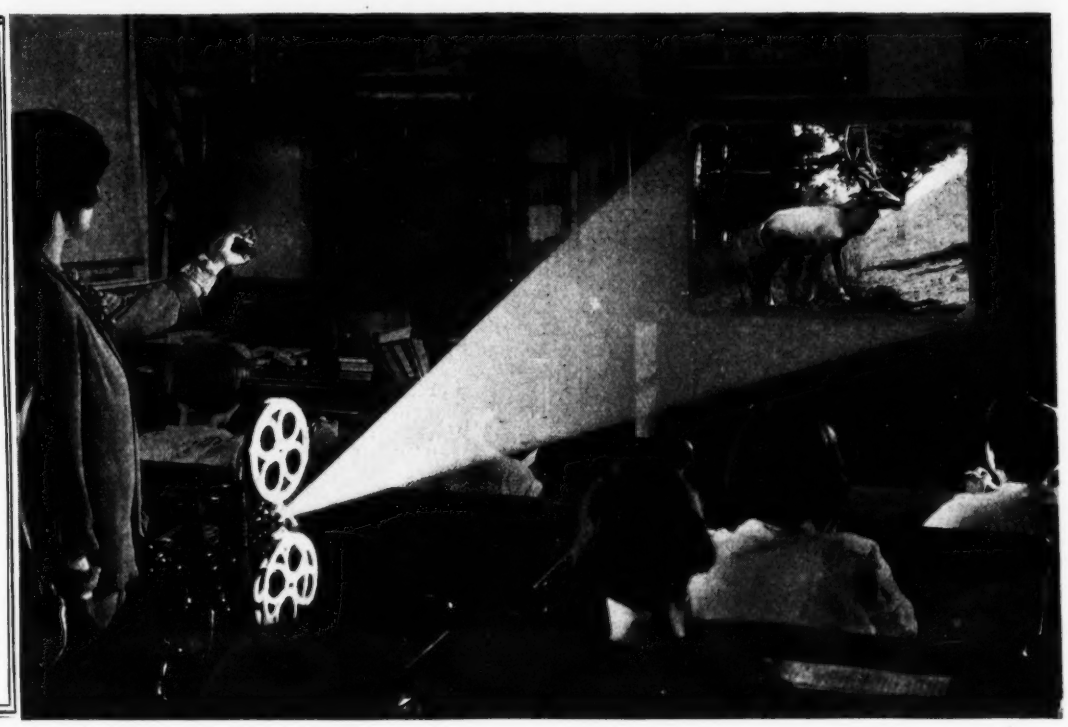
The junior high schools had 86,472 on register, an increase of 3,695 over the previous year. Short time decreased 154 during the same period, the number now being 1,396, all of which is in the borough of the Bronx.

Day high-school registration showed a noticeable decrease in Manhattan, and a large increase in the Bronx, due to the transfer of the DeWitt Clinton High School pupils from Manhattan to the Bronx.

The junior high schools had 86,472 on register, an increase of 3,695 over the previous year. Short time decreased 154 during the same period, the number now being 1,396, all of which is in the borough of the Bronx.



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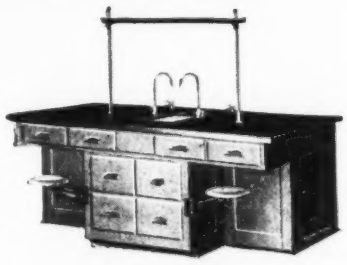
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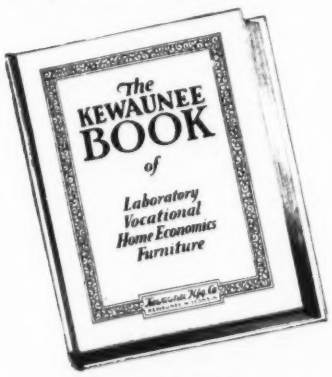


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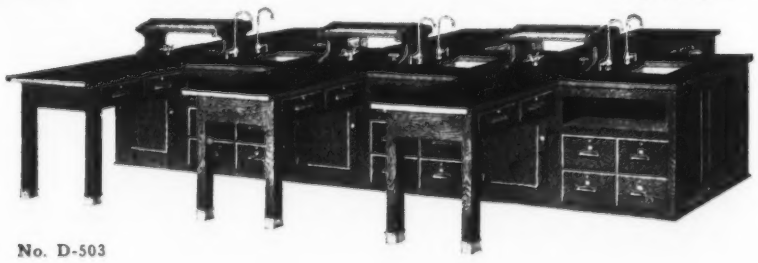
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In the past it has been the custom to use loose chairs or stools in laboratory classrooms. These required the spacing of tables 30 inches apart in order to permit the student to slide his chair back until sufficient room was provided for arising or sitting. This arrangement limited a 22 x 30-foot laboratory to two rows of tables, five deep—or 20 students.

The No. 200 Law Non-Colliding Chair allows the student the same freedom as a loose chair or stool yet it requires but 22 inches between tables. This saving of eight inches per table means that one table may be added to each row, or that 24 students may be accommodated in a 22 x 30-foot room instead of 20. By using the newer and more compact type of two-student table for which the Law chair was especially designed, the room capacity may be further increased to 36 students without crowding—*a gain of 80%.*

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ALL IN A SCHOOL PRINCIPAL'S DAY

(Continued from Page 38)

dergarten membership, large enough for a school of four times the size, till he was told of the special efforts through the aid of upper grade children to get all children started right at first, at the age for kindergarten. He did not ask me why we did not keep up the high proportion among the children who reached the upper grades: He has a kind heart and an observing head, and knows that with all the social and corrective agencies supposed to be at our beck and call, we fail miserably in large cities, in reaching those submerged and distressed classes, families, and groups in our Negro, Mexican, and white-foreign areas. Our official visitor evidently had one errand in mind this time, that of whether the school was lowering or increasing in the average membership per room. Of course I knew that he, again, has to keep the proportions reasonable, when he turns in his figures as required by still higher officials, statistical and otherwise, in this city.

One-fifty. The afternoon recess is short, but I find time to inspect a few places where the sweepers had failed to see the dirt that teachers and children complain of. There lay the conventional "blue slip" on my desk, signed by the inspector a few hours before with "no fault to find" blue-penciled across it. Such political shiftlessness impels me to suggest using a *rubber stamp* each trip, for the comment is always the same, even as today I see a whole balcony unswept for a week and the girls' toilet reeking from fumes that are unmentionable. The custodian is powerless, after making repeated protest in writing. It is a glorious practice, this alleged civil service, which is really a 60-day appointment mill, renewable every 60 days, through which interim hard dollars are wrung now and then from the miserable and helpless toiler who does not dare strike back.

Two o'clock. Recess is now over. Two young ladies from our great university, pursuing a seminar for the study of conditions such as are about our school, wish a quiet place in which to cast up some of the figures they have gathered in their survey. My, but I wish that one fourth of the surveys made of us—the community, the school, the children—could in some way redound to a betterment of conditions. A list of notables who have come, have been shocked, and have gone their ways to tell to more fortunate communities and workers the griefs and tragedies they have been witnesses of, would make a pocket edition of "Who's Who." Good Alfred Ronconvieri, from San Francisco, a ward principal from a Baltimore district of conditions similar to ours (returning a *second* day), an ex-minister of education of Mexico, Angelo Patri, of Brooklyn, and scores of others of more or less importance, have marveled at our temerity in carrying on without accident insurance. Maybe the bright young Smith College graduate was right as she came detailed from the psychiatry department of the near-by dispensary, when she remarked as she passed through the corridors and glanced into the classrooms, "Why, this is not a school; it is more like a laboratory." I leave the surveyors to spend twenty minutes with a new teacher who badly needs my help.

Two-thirty. I am informed that "movies cannot be had tomorrow" for the renting agency head downtown, a private firm that "caters to school patronage," cannot be located; has not been in his office all day; and that none of the office force know "anything about the films." Some catering that. "Movies" are postponed one week.

Two-forty-five. A short stop in the printshop to learn how soon the school paper will be out, and a call on the telephone from a fellow-principal asking leave to come at 3 o'clock to see our printshop and to learn "how we got it."

Three o'clock. The bells jingle again through three floors; the lines start two minutes later in "three's," stepping off to the tune of "Stars and Stripes Forever" on the piano, and the "end of a perfect day," let's hope, is come. In five or ten minutes our fellow-principal promptly arrives, and tales of how we got our shop—trading, begging, borrowing, selling junk, etc., set him to believing he might do the same in his school. We drift into a discussion of standard tests, a new silent reading course, and a bit of school gossip.

"Call it a day" is a happy phrase as you are about to leave the tasks your day has marked out for you. Homeward you wend your way. And so I thought at 4 o'clock after the last teacher had "signed out" to go home. As I was putting on my coat the office door opened cautiously and a man and a boy entered. The former declared himself the husband of a mother of one of the pupils, she who had created a scene some mornings ago by shrieking and frightening several teachers and a hundred or so children by some frenzied hallucination, the result of a disordered mind. This husband's life had been threatened more than once in recent days and he came to the school for counsel.

What a blessed thing is a telephone! I knew nothing to tell the saddened man, but I called up the psychopathic department of the municipal court. A matter-of-fact official suggested that the man swear out a warrant against his wife at the nearest police station on a charge of disorderly conduct and have her brought into the court for a mental diagnosis and recommendation.

Thus ended the day. An early spring rain had begun to fall outside, and I made my way to the nearest car. By six o'clock I was at home again twelve miles away.

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the fresh April wind that was blowing, as the feathered minions of the upper air circled about seeking refuge and homes for "a generation yet unborn." The "birds of the air have nests," but too many of the children of man in the city's poorer areas have not a decent place wherein to live or "whereon to lay their heads."

IMPUTED INTEREST AS A FACTOR IN SCHOOL COSTS

(Concluded from Page 41)

value?" There is only one answer if we keep in mind what we mean by the term; namely, interest on actual community money which has been taken out of local circulation and used to purchase school facilities. In the light of this definition we are interested only in actual cost. Another problem which presents itself is the question of depreciation. If public schools could follow the best business practice and set aside a cash reserve or sinking fund equal to the estimated depreciation, the problem would be simple. But experience has shown that sinking funds present elements of danger. For a variety of reasons depreciation should be carefully estimated and recorded. This is particularly valuable in determining present plant value and cost of replacements. But depreciation should not and *need not* be added to current costs if the imputed interest is included in the annual report of true costs.

No Depreciation Advisable

Referring again to the new building mentioned above: It is common practice to charge off 2 per cent to depreciation each year. This item of $2,000 should *not* be added to current costs because it will ultimately be absorbed in "maintenance" and "replacements." Hence, in order to avoid duplication and to portray a true picture, we favor eliminating depreciation as a factor in current costs and the setting up of an imputed interest account. This amount should be added to the operating costs and used as the true basis for determining annual costs per pupil.

In connection with our hypothetical illustration the question of replacing the building 50 or 60 years from now presents some difficulties. Assuming that another $100,000 will be needed for a new building on the same site, shall we add that amount to our cumulative imputed interest account? Or shall we leave the capital investment as that of the original building? The answer is found in our definition and the cost of the new building will ultimately find its way into the record under this item.

COMMON SENSE IN TEACHERS' CONTRACTS

(Concluded from Page 42)

teaching profession, and public opinion of the teaching profession be advanced."

It is probably the best policy for states to regulate all matters which do not have a purely local significance. The city superintendent should have jurisdiction over the recommendations as to employment or dismissal of teachers, subject to action by a majority of the school board. Indefinite tenure for qualified teachers should be the rule. The issuing of yearly contracts to such teachers is not considered the best practice. Such teachers should be permitted to continue indefinitely without the formality of the yearly contract so long as the service rendered to the schools continues to be efficient. In this direction lies the surest advancement of the profession in service to the pupils in schools.

THE SCHOOL SECRETARY—HER JOB

(Concluded from Page 45)

attempt to shift any portion of his own duties on the secretary. An opportunity is provided to devote his best efforts to the improvement of instruction in his school, and he should never regard it as an opportunity to further the interests of swivel-chair inefficiency.

It is to be hoped that definite information in regarding the school secretaryship upon which to base valid conclusions, will soon be available. The lack of information and the wide differences in practice will need to be overcome, before the position can be placed upon a professional level. This calls attention to the need for special training for the position, which should result in definite preparation of young women for school secretarial positions rather than for general commercial positions of widespread character.

For the trained, ambitious secretary, the position offers possibilities for advancement and enjoyment, and as soon as its place is professionally recognized in the schools, with a definition and understanding of the involved duties and privileges, it is probable that suitable training will be available.

PERSONAL NEWS

—Mr. E. M. Townsend, formerly assistant commissioner of education for New Jersey, has been elected as principal of the Newark Normal School. Mr. John Spargo, of East Orange, has been elected to succeed Mr. Townsend in the state education department.

—Mr. A. M. Paulson, of Maddock, N. Dak., has been elected superintendent of schools at Cooperstown, to succeed F. R. Rogers.

—Mr. H. F. Sutton, principal of the Washington Junior High School at Green Bay, Wis., has been appointed as acting superintendent of schools, to succeed Mr. McIntire.

—Mr. C. E. Oxley of Hemlock, Ohio, has been elected superintendent of schools at New Lexington, to succeed Arthur Swartz.

—Mr. H. L. Rhude has been elected superintendent of schools at New Holland, Ohio.

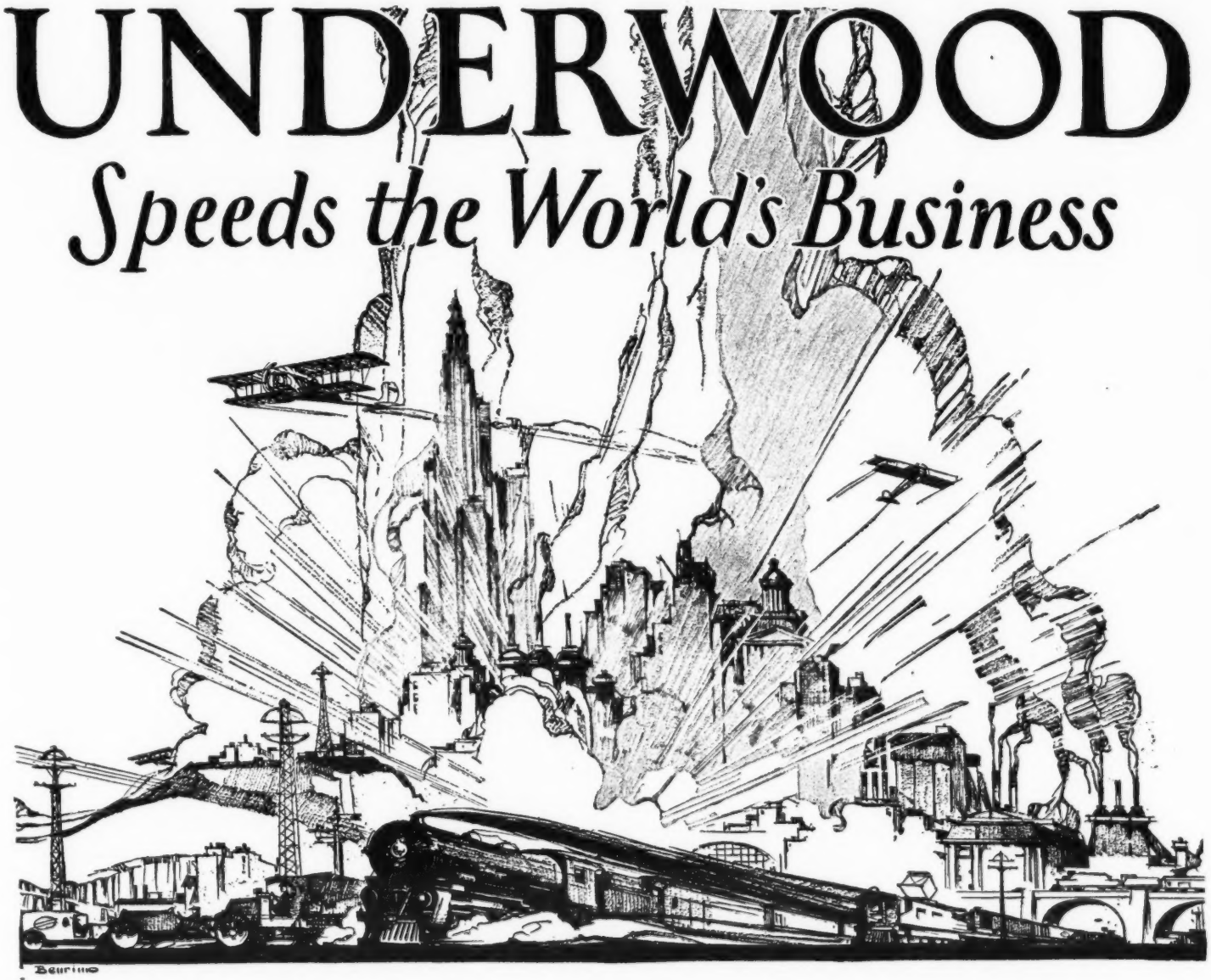
—Mr. R. E. Stone of Delaware, Ohio, has been elected superintendent of schools at Yellow Springs, to succeed Ninde Wilder, who has resigned.

—Mr. E. P. Blackburn of Wadesville, Ind., has been elected superintendent of schools at Mt. Vernon.

—Supt. B. S. Moyle of Maquoketa, Iowa, has been reelected for a twelfth consecutive term.

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CONTRACTUAL RELATIONS FOR THE TRANSPORTATION OF PUPILS

(Concluded from Page 44)

into a contract where a part of the public funds are used to transport children within the district to a parochial school.[37]

Responsibility for Injuries Under Contract

The doctrine of respondeat superior, that the superior or master must answer, or is responsible for the acts of his agents or servants, is held not to apply so as to make a public officer responsible for the misconduct or malfeasance of such persons as they are obliged to employ. A school committee is a board of public officers whose duties are prescribed by statute, and in the execution of these duties the members do not act as agents of the town, but as public officers in the performance of public duties. The weight of American authority is to the effect that a school district or a municipality acting as a school district, is not liable for injury to pupils, resulting from the board's malfeasance on the ground that it acts as an agent of the state in a governmental capacity.[38] Another ground advancer for nonliability is the fact that a school district has no right to raise funds for other than strictly school purposes, and for this reason cannot use them to pay judgments.[39]

The right of a pupil to be transported to a public school is a public right. As such it gives no right of action against a municipality infringing it, in the absence of a statute creating liability. Therefore, at common law, a school district is not liable for injuries to a pupil which are resultant from improper means of transportation negligently provided for his accommodation at public expense.[40]

In Indiana, a child was killed by an interurban car when the car collided with a school bus in which she was riding. The father, in a suit against the traction company, was allowed damages. When the case was appealed, the responsibility for the accident was fixed on the driver, and the decision was reversed. It was held that the statute required the trustee to furnish the conveyance, but that the parent was not required to avail himself of the means that were furnished. So, when the parent accepted the transportation, he intrusted the child to the driver as his agent and the negligence of the driver in crossing the railway tracks barred the parent's right to recover from the board for the death of the child from injuries received in the collision.[41]

The courts of New York have taken a more logical and strictly moral position for they have ruled that a board of education is liable for nonfeasance in the discharge of its corporate duty to provide and maintain proper buildings and equipment.[42] These decisions have been extended to cases of transportation. In a case in question,[43] a woman was employed by the board of education to transport children to and from school. The conveyance was a spring wagon, improperly guarded and too small in size for the number of children transported. It was especially unsafe for small children. One of the children while riding in the wagon had her foot caught in the spokes of the wheel though she had been warned by the driver not to rattle her feet against the spokes. She was thrown to the ground and injured. The court held the board of education liable under the duty of selecting a competent person as driver and through failure to furnish a properly equipped and guarded vehicle, and not under the doctrine of respondeat superior.

In summarizing the decisions discussed in this article, we may state:

1. A parent may be hired in the same manner as anyone else as the driver of a school conveyance, provided that he is not a director of the school in question.

2. No parent may receive compensation for his services in transporting his children unless he has made, or attempted to make, a contract entered into by a majority of the board of education.

3. If a school board is under statutory obligation to provide transportation and fails to do so, a parent may perform the duty of the board and receive compensation for so doing.

4. A driver's contract is not suspended by a temporary closing of school, especially when he must hold himself in readiness to resume his duties.

5. The determination of the driver's contract lies with the board of education except as determined by statute.

[37]State ex rel Van Straten v. Milquet, School Treasurer, (1923), 192 N. W. 392, 180 Wis. 109.

[38]Hill v. City of Boston, (1898), 23 m. Rep. 332, 122 Mass. 344.
Bank v. Brainered School District, (1902), 51 N. W. 814, 49 Minn. 106.
Sullivan v. School District, (1923), 191 N. W. 1021, 179 Wis. 502.

[39]Ernest v. City of West Covington, (1903), 65 S. W. 1978, 116 Ky. 850, 63 L. R. A. 652, 3 Ann Case 882.

[40]Harris v. Salem School District, (1904) 57 Atl. 332, 72 N; H. 424.
Rhobidas v. City of Concord, (1900), 47 Atl. 82, 70 N; H. 90.

[41]Union Traction Company of Indiana v. Gaunt, (1921), 130 N. E. 136, 184 Ind. App. 523.

[42]Herman v. Board of Education of Union School District No. 8, Town of Arcadia, et al, (1922), 137 N. E. 24, 294 N. Y. 196.
Wahrman v. Board of Education of City of New York, (1907), 80 N. E. 192, 187 N. Y. 221, 19 Ann Case, 405.
Kelley v. Board of Education, (1920), 190 N. Y. S. 796.

[43]Williams v. Board of Trustees of District No. 1, Town of Eaton, (1923), 198 N. Y. S. 475, 204 App. Div. (N. Y.) 566.

TWO PRECEDENT-SETTING CASES AT PORTLAND, OREG.

(Continued from Page 46)

may be exercised by insuring in a mutual, as well as in a stock company. The scheme of mutual insurance does not fasten on the members any liability which a municipal corporation may not with reasonable safety assume."

(Concluded on Page 116)



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(Concluded from Page 114)

The court indicated that the mutual insurance companies are so stabilized and have such reserve funds in the form of net cash surplus, that they are enabled to issue insurance policies upon the cash premium basis. The situation is such that there is no liability on the part of a policyholder, and in effect he does not become a stockholder in the corporation. Quoting from a New Jersey case (French v. Millville, 66, N. J. L. 392, 49, Atlantic reporter, 465), the court concluded that, "the scheme of mutual insurance does not fasten upon the boards any liability which municipal corporations may not with reasonable safety assume for the limit of obligation is always effective at the time the insurance is obtained and is rarely enforced beyond what would be charged for insurance on the nonmutual plan."

In the case of the Portland school district there was no lending of credit and no liability—contingent or otherwise. Quoting again from the New Jersey case just cited, the court said "The fact that the municipality takes out insurance on its property by becoming a member of a mutual insurance company does not make it the owner of stock in a private company so as to violate the constitutional prohibition; and giving premium notes for payment of assessments to meet losses incurred by a mutual insurance company of which the municipality is a member does not constitute a loaning of credit to the company."

The court concluded, therefore, that in every respect the Portland board of education is entitled to place insurance with mutual insurance companies under the plan which it has followed in the past.

The Status of Janitors and Custodians

In the opinion of the attorney general of the state, covering the status of janitors and custodians of the Portland school district under the state industrial accident law, it was ruled that, since janitors are employees of the school district, they naturally come under the law. Under the law, all workmen entering into a contract for the performance of labor on a piece of work are deemed employees of the persons having the work performed, and as such are subject to the provisions of the law.

THE CONTRACT METHOD IN THE HIGH SCHOOL

(Concluded from Page 47)

ress as individuals. Also the plan of calling for their contracts occasionally for inspection gives the teacher further opportunity to observe each child's progress.

17. This same technique gives the teacher a chance to determine the child's grade on a true objective basis. The grade is thus scientifically determined and is not loose judgment in which feeling and personal notions warp the perspective.

18. This same method gives the teacher a first-hand chance to detect the difficulties of the individual and to suggest suitable remedies for overcoming these difficulties.

19. The contract method makes it possible to cover more ground and to cover it more thoroughly. The pupil is actually enabled to do this because his activities are all directed.

20. As an instrument of teacher supervision the contract method benefits both the supervisor and the teacher. The contracts should be revised each year in the light of all improvements, corrections, and additions that have shown up during the year just completed.

THE IMPORTANCE AND PRESENT STATUS OF THE SCHOOL JANITOR-ENGINEER—I.

(Concluded from Page 50)

Summary

The work and character of the school janitor-engineer are important from the standpoints of (1) school health, (2) school discipline, (3) good housekeeping ideals, (4) learning conditions of the school building, (5) the protection of school property, and (6) the extension of the use of school buildings. Janitor-engineers are selected at too late an age and are, on the average, too old to do their work effectively. Most janitors are men. It is advisable to have one woman in each school building where more than one janitor is necessary. The janitorial force of a building should be of one race for reasons of congeniality. Too many janitors have physical defects. School janitor-engineers rank high in intelligence, above the average for skilled labor, according to the Army Alpha test. Their education averages eighth grade, but ranges from inability to read and write to college graduation. They have little special training for their work. The median experience of janitors is 4.4 years, while the average is 7.8 years.

HIGH-SCHOOL ADMINISTRATIVE PROCEDURES

(Continued from Page 48)

abilities, etc. If the teaching force is sufficiently large, it is desirable that a committee of three or four be assigned to each of the above divisions. For example, four teachers would be held responsible for assigning all the pupils in the 10th-grade English of superior ability, who have selected the college preparatory curriculum. Before proceeding to this point, it is essential that all of these designations are properly made on the teachers' class schedule. Experience has shown that it is desirable for those who are engaged in making these assignments to be provided with a blank sheet as shown in Figure 3.

In order that a large majority of the teachers may participate, it is necessary that the number of these forms should correspond to the number of subjects assigned on the blank form, Figure 2. When a sufficient number of assignments have been made, the names which appear on the blank (Fig. 3) will be transcribed on the pupils' permanent class schedule, shown in Figure 1. At the

(Concluded on Page 118)

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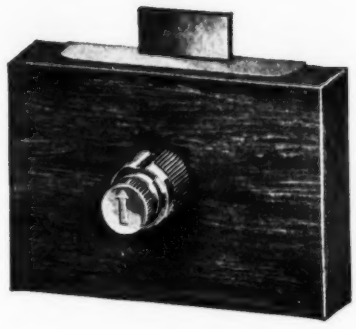
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(Concluded from Page 116)

same time the blank spaces—"Period" and "Room" on the registration card will also be completed.

The card shown in Figure 1, will now be divided into two parts. The upper portion or registration card remains in the office; the lower portion or class schedule is returned to the home or registration-room teacher, who will give them to the pupils when they return to school on the

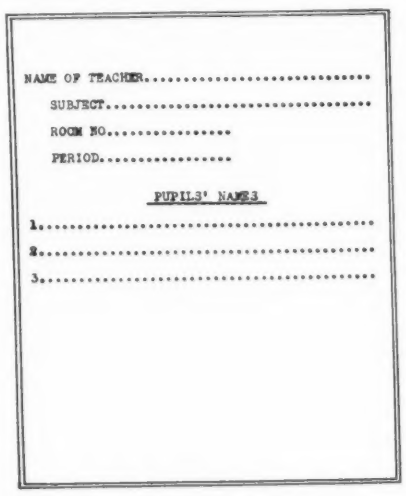


FIG. 3

last day. The pupils who will enter the high school for the first time, will also receive these cards with instructions to come to the high school before the opening day, in order that they might become familiar with their new teachers as well as with the location of their rooms and the general plan of the building.

At this point I can almost hear the reader of this article exclaiming: "The procedures which are suggested are too elaborate, include too much detailed work, will require more time than many other methods, etc." In reply to such statements the writer can only state that the scheme set forth here has functioned properly in actual practice in three high schools, ranging in size from one hundred to twelve hundred pupils. It has permitted the school to begin the first day without the great amount of confusion that was prevalent in previous years.

A SURVEY OF STATE SCHOOL-BUILDING CODES

(Concluded from Page 56)

School-building codes and state supervision of plans are necessary and productive of much good. One does not have to seek far in states without codes, or without authority of state departments, to be convinced of their need and their value. Frequent revision of state school-building codes and liberal and intelligent interpretation of these are equally desirable. Results, rather than specific methods, is the objectice sought.

Flexibility, design, economy, maintenance, and use are all factors of sufficient importance today to have a place in state codes. A model code prepared after the manner of the report of the Schoolhouse Planning Commission of the N. E. A,. and revised from time to time, would prove of invaluable assistance to those charged with the responsibility of writing and interpreting state codes.

State Building Codes

States having no legal school building code:

Arizona	Rhode Island
Arkansas	Oregon
Florida	Kansas
Nebraska	West Virginia

List of states exercising meager control:

California. Recently established a school-building department to assist rural sections and small towns in the construction of from one- to six-room buildings. Certain suggestions and plans furnished without legal authority.

Iowa. No central organization. Law provides that county superintendents must approve plans. This is frequently neglected, and at best only casually observed.

Tennessee. Issues a catalog of plans for rural schools. Department of Education is authorized to formulate standards.

Washington. Districts of third class only must have plans approved.

Louisiana. Recommends to school the adoption of the N. E. A. standards of school building.

New Hampshire. Plans may be submitted to the department of instruction.

Missouri. Publishes a pamphlet of information on replanning of small schools. Urges the selection of a competent architect.

Wyoming. Through an attempt to elevate rural schools by means of a set of standards the department of instruction exercises indirect assistance.

Alabama. Assists rural schools through the dissemination of typical building plans.

South Dakota. Remote control over rural construction is exercised by the department of instruction through state aid to schools complying with certain regulations.

Colorado. No building code. Exerts indirect control through a plan of recognizing standards of excellence.

Montana. Publishes a bulletin of illustrated plans. Board of health also distributes plans.

Nevada. Prepares and distributes plans for rural school buildings.

INDEX OF SCHOOL-BOND PRICES

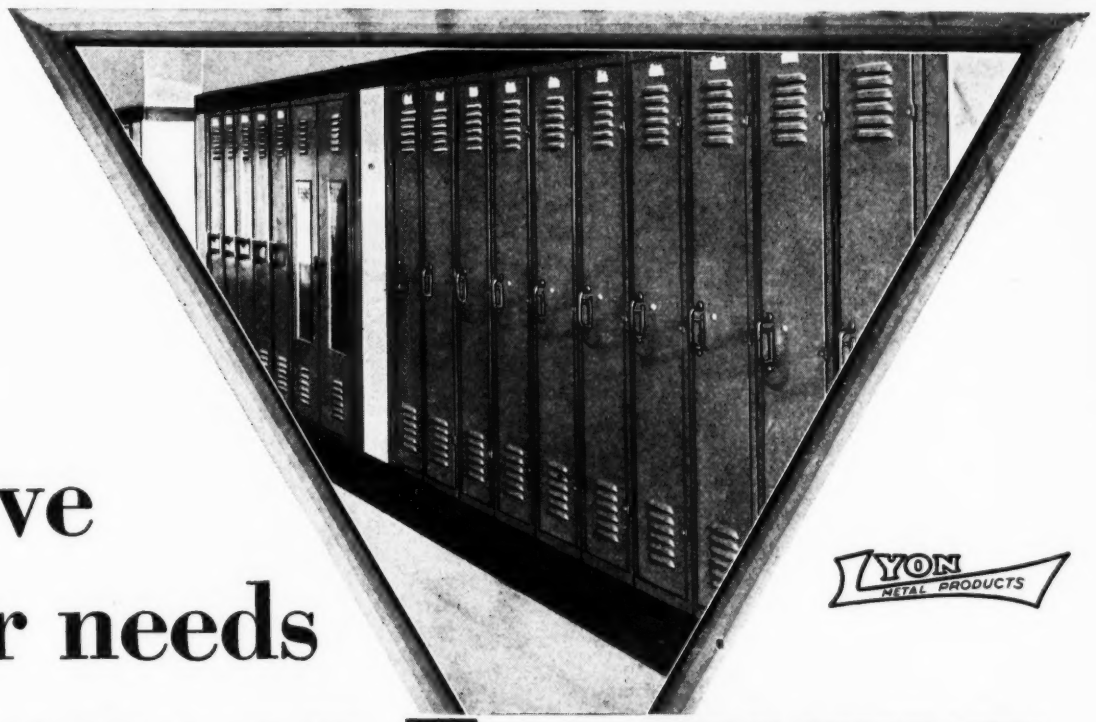
(Concluded from Page 68)

the last part of June and extending through all of July, stock prices continued to make new all-time highs. As would be expected under the circumstances, bond prices have continued to fall. The second week in August there was a very sharp break in stock prices. If this movement goes far enough it may lead to better bond prices ultimately.

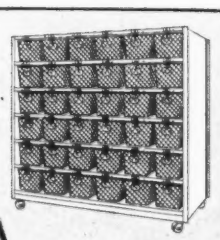
Table VI shows that wholesale prices have risen sharply in the past month. Building materials have continued the tendency of the previous month toward slightly lower prices.

—Hannaford, N. Dak. The school district has levied $13,500 in school taxes for the next school year.

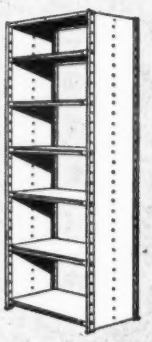
—South Bend, Ind. The school officials conducted the school system with such strict economy during the year 1928–29 that a saving of $107,102 was effected out of more than $2,300,000 appropriated for maintenance expenses. The balance on hand amounted to $967,992, which is an increase of more than $300,000 over that of last year, the total sum of $2,273,033, leaving a saving of $107,102. A saving of more than $11,000 was effected in the purchase of water, fuel, light, and power. In some of the departments, the fund appropriated had been almost exhausted.



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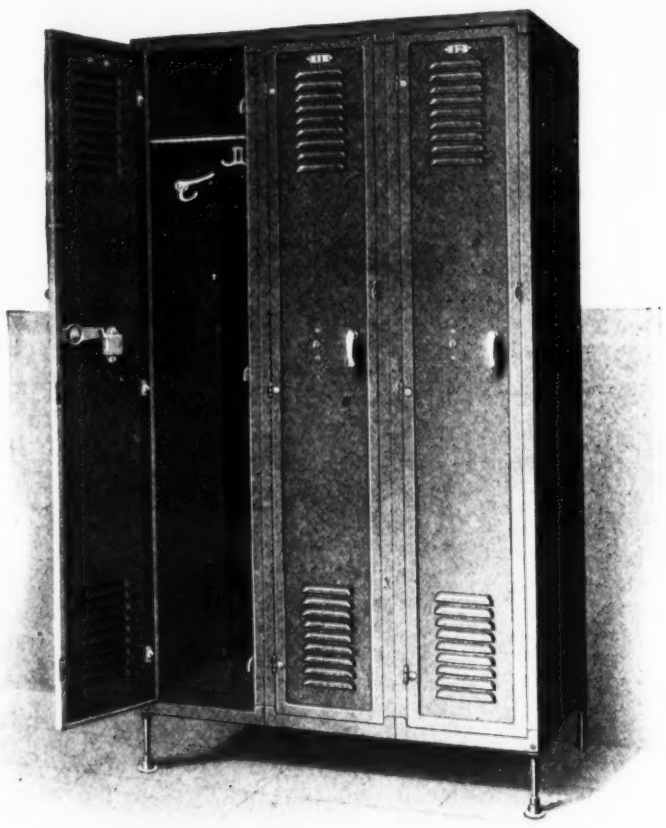
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The Medart Locker Catalog completely illustrates and describes the line. Sent free upon request.

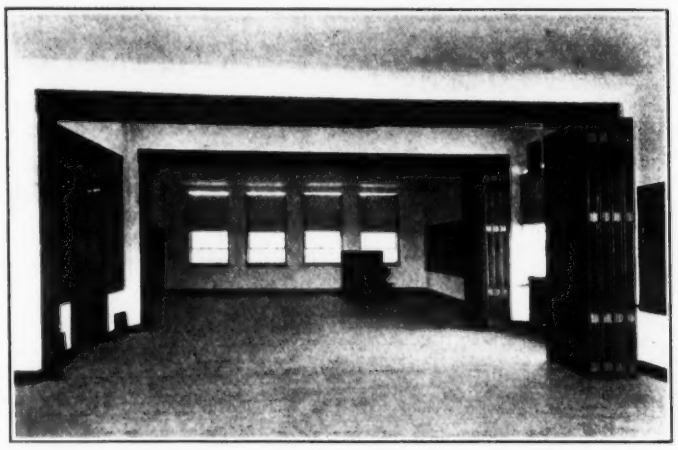
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—easily opened and closed
—have no floor track

An ingenious operating device—either hand or motor driven—opens or closes them easily, quickly, silently. They do not warp, stick, or buckle. A child can operate them. No floor tracks are required. Floors are smooth and unmarred when the partitions are folded back.

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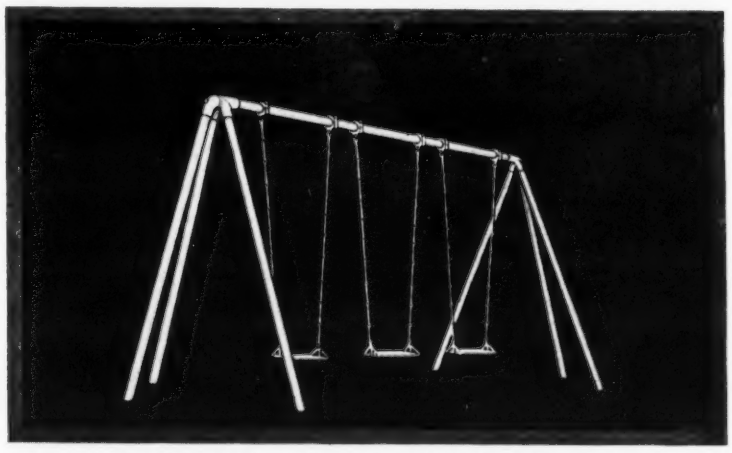
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DIVISION F

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Superintendents

MR. HIRST BECOMES STATE SUPERINTENDENT OF ARKANSAS SCHOOLS

Claud M. Hirst, until recently state supervisor of school grounds and buildings, has been appointed state superintendent of public instruction for Arkansas, to succeed J. P. Womack, who resigned to become president of the Henderson Teachers' College at Arkadelphia.

Mr. Hirst's appointment met with popular approval because of his accomplishments in education and his peculiar training for the administration of the revolving loan and the rural equalization funds, which are among the chief duties of the superintendent as ex-officio chairman of the state board of education. Mr. Hirst has traveled Arkansas extensively during the past four years and has a first-hand knowledge of the schools which will receive assistance from these funds.

Mr. Womack as state superintendent led an administration which achieved more for Arkansas public education than had been accomplished by any of his predecessors in the office. Among the important achievements are the equalization and revolving loan funds, a new method for the certification of teachers, and the adoption of the optional county unit plan of administration.

The equalization fund, which has a prospective revenue of $1,055,000 for the first fiscal year, promises to stimulate the development of the public schools. An example became evident recently in Carroll county, when the board approved two consolidations involving six local districts, and served notice on 21 other districts that improvements must be made or a movement would be initiated for consolidation. Participation in the equalization fund is conditioned upon three principal factors: Adoption of the eighteen-mill tax rate, the observance of certain standards in the qualifications of teachers employed, and consolidation where practicable.

NEW SUPERINTENDENT OF ST. LOUIS

Henry J. Gerling has become superintendent of schools at St. Louis, Mo., succeeding John J. Maddox.

Gerling has been connected with the St. Louis public schools since 1899. He is 58 years old, and was born in Normandy, St. Louis County, where he attended public school. He was graduated from the University of Missouri with the degree of Bachelor of Arts, Bachelor of Law and Master of Arts. From 1894 to 1895 he was principal of the high school in Columbia, Mo. Later he studied in Cornell University, winning a scholarship in political and social science.

He came to St. Louis in 1899 and was appointed principal of Laclede School. Later, he became principal of Fremont and of Wyman Observation School for Harris Teachers' College. In 1915, he was appointed assistant superintendent of instruction in charge of the elementary and high schools in south St. Louis. Since reorganization of the department three years ago, he had had administrative charge of the teaching corps, transfers, redistricting of schools and transportation.

PERSONAL NEWS

—Mr. P. N. Butson of Petersburg, Iowa, has been elected superintendent of schools at Gruver.

—Mr. Gale Smith of Fowler, Ind., has been been elected superintendent of schools at Rensselaer.

—Mr. D. L. Downing of Brazil, Ind., has been elected superintendent of schools at Brazil, to succeed H. C. Wysong.

—Mr. V. L. Beren has been elected superintendent of schools at Hamburg, Ark.

—Mr. J. R. Overturf has been elected deputy superintendent of schools at Sacramento, Calif., at a salary of $6,300. Mr. Overturf's duties will include the supervision of the curriculum work and the general oversight of the internal policies of the school system.

—Mr. LeRoy Fair, superintendent of the Vigo county schools, Indiana, has been appointed assistant superintendent at Terre Haute, in charge of the business affairs of the board.

—Mr. Fred J. Williams has been elected superintendent of schools at Portland, Mich., to succeed H. B. Gibbs.

—Mr. J. C. Brown of the State Teachers' College, Urbana, Ill., has been elected superintendent of schools at Pelham, N. Y.

—Mr. Charles E. McCorkle of Kenmore, Ohio, has been elected superintendent of schools at Morgantown, W. Va. Mr. McCorkle is a graduate of Ohio, Harvard, and Clark Universities and of the Akron Law School.

—Mr. Harold C. Mardis of Hendersonville, N. C., has been elected principal of the Lincoln High School at Lincoln, Nebr. Mr. Mardis is a graduate of the State Normal College at Athens, Ohio, and holds degrees given by Ohio University and Columbia University.

—Mr. George B. Gilbert has been elected superintendent of schools at Gwinn, Mich., to succeed Donald M. O'Hara, who has gone to East Lansing.

—Mr. Thurl Stephens of Claridon, Ohio, has been elected superintendent of schools at LaRue, to succeed E. D. Maurice.

—Mr. E. E. Wacaser of Lexington, Ill., has been elected superintendent of schools at Plainfield.

—Mr. Robert O. Evans has been elected superintendent of schools at Helena, Mont., to succeed John Dietrich.

—Mr. R. E. Stone of Delaware, Ohio, has been elected superintendent of schools at Yellow Springs. Mr. Stone succeeds Mr. N. Wilder, who has gone to Chicago.

—Mr. D. R. Baker has been elected superintendent of schools at Hamilton, Ohio, to succeed Darrel Joyce. Mr. Joyce resigned because of ill health after a service of 25 years.

—Mr. Noble Vaughan of Belle Union, Ind., has been elected superintendent of schools at Acton, to succeed V. V. McCammack.

—Mr. S. C. Monson has been elected superintendent of schools of the New Boston community high-school district at New Boston, Ill.

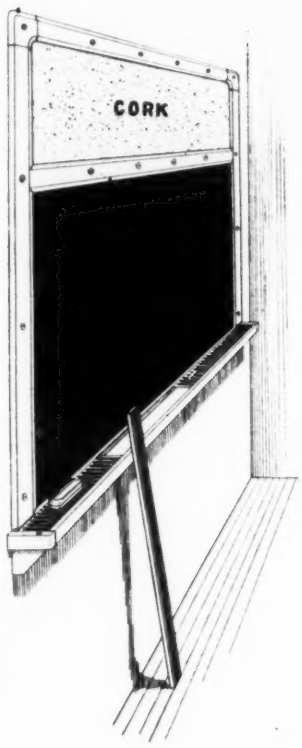
—Mr. R. F. McMullen of Hillsboro, Ohio, has been elected superintendent of schools at Loudonville.

—Mr. R. L. Druhot, superintendent of schools at Damascus, Ohio, was drowned on Aug. 2, at Noelsville, Canada, while on a fishing trip.

—Mr. E. A. O'Dell, former superintendent of schools at Jerseyville, Ind., has gone to Indiana University, where he will fill a position on the faculty of the graduate school of education.

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CONSERVE THE HEALTH OF YOUR CHILDREN BY USING THIS SANITARY EQUIPMENT.



An improved equipment for blackboards that insures clean erasers and crayons and prevents permeating the air of the school room with chalk dust. Leading Physicians and Engineers declare that dust is very injurious to health.

Our trough has been on the market for a number of years, is in use in nearly every state in the Union and is giving perfect satisfaction. We have just recently filled orders for eleven schools in Atlanta, Georgia, and have our products specified on several other large Building Programs.

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I have been greatly interested in the fine piece of engineering design that you have given to the builders of this country in the form of the Dudfield Dustless All Metal Crayon Trough and Blackboard Trim.

This Dudfield product is one of the most interesting building details I have seen. It has proven highly satisfactory in the Music Room, the Science Building and the Live Stock Pavilion at the University of Kentucky.

I am,

Very truly yours,
F. Paul Anderson

F. Paul Anderson
Dean

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EMIL BROWN & COMPANY

300 E. Ninth St. Manufacturer for Pacific Coast States Los Angeles, Calif.

—Dr. John Mickleborough, former principal of the Boys' High School of New York City for the past twelve years, died at his summer home on Aug. 1, at the age of 88. Dr. Mickleborough was principal of the Boys' High School from 1895 to 1907, when he retired. He had spent 22 years in the schools of Brooklyn and had served as a teacher for forty years.

—Mr. James E. Thistle of Somerville, Mass., has been elected principal of the Phillips Junior High School at Wellesley. Mr. Thistle was formerly principal of the Northwestern Junior High School at Somerville.

—Miss Maud Reynolds, for 37 years a teacher and principal in the elementary schools of Ottumwa, Iowa, has retired. Miss Reynolds was principal of the Lincoln School for 20 years. She will make her home in California.

—Mr. T. L. Everett has been elected superintendent of schools at Waycross, Ga.

—Mr. C. L. Williams, formerly superintendent of schools at Corning, Ohio, died at his home after an attack of heart failure.

—Supt. W. I. Oliver of Columbia, Mo., has been given a raise from $4,000 to $4,500 a year.

—Mr. E. M. Webb has been elected superintendent of schools at Berne, Ind., to succeed E. W. Jeffery.

—Mr. George Wilson of Marietta, Ohio, has been elected superintendent of schools at Kalida, to succeed C. P. Watterson.

—Supt. S. G. Reinertsen has been reelected superintendent of schools at Moorhead, Minn.

—Mr. R. T. Logan of Alexandria, Minn., has been elected superintendent of schools at Hanska.

—Mr. V. M. Harsha has been elected superintendent of schools at Logan, Iowa.

—Mr. Theodore Gilbertson of Portland, N. Dak., has been elected superintendent of schools at Hanley Falls, to succeed M. E. Smith.

—Dr. Leonard B. Koos, professor of secondary education at the University of Minnesota, has been appointed as professor of secondary education in the school of education at Chicago University.

—Mr. C. R. Dean of Rensselaer, Ind., has been appointed as principal of the high school at West Lafayette. Mr. Dean succeeds W. J. Gardner, who has gone to Madison, Wis.

—Mr. H. E. Kratz, formerly superintendent of schools at Calumet, Mich., passed away at Gary, Ind., on Aug. 3, following a lingering illness.

—Mr. O. A. Reetz of the Whitewater State Teachers' College, has been elected superintendent of schools at Shawano, Wis. Mr. Reetz succeeds Mr. C. W. Tomlinson.

—Mr. J. Fred Whitford of Milton, Wis., has been elected superintendent of the consolidated schools at Bolivar, N. Y. Mr. Whitford had been head of the education department of Milton College since 1923, and previously had been principal of the Milton High School.

—Mr. D. B. Fager, superintendent of schools at LaHarpe, Ill., passed away at Burlington after a brief illness.

—Mr. John A. Craig, for fourteen years principal of the high school at Muskegon, Mich., has assumed the duties of superintendent of schools. Mr. Craig succeeds Mr. M. W. Longman, who has entered Columbia University for further study next year. Mr. George A. Manning succeeds Mr. Craig as principal of the high school.

—Mr. Lloyd Weldon of Kirksville, Mo., has been elected superintendent of schools at Bosworth.

—Mr. B. A. Kennedy has been elected superintendent of schools at Prairie du Chien, Wis.

—Mr. O. E. Oxley has been elected superintendent of schools at New Lexington, Ohio, to succeed Arthur Swartz.

—Miss Emma M. Caufield of Ashton, R. I., has been elected superintendent of schools at Cumberland. Miss Caufield succeeds I. C. Mitchell.

—The school superintendency at Green Bay, Wis., is being temporarily filled by Henry F. Sutton, principal of the Washington junior high school, pending the appointment of a successor to Ira H. McIntire, resigned.

—Mr. A. H. Ekblad has been elected superintendent of schools at Ryder, N. D. Mr. Ekblad recently resigned at Columbus, N. Dak.

—Mr. L. A. Packard has been granted a three-year contract as superintendent of schools at Port Huron, Mich.

—Supt. C. B. Nummart of Serena, Ill., has been reelected for a seventh consecutive term, at a substantial increase in salary.

—Mr. H. W. Hartman of Onawa, Iowa, has been elected superintendent of schools at Vermilion, S. Dak. Mr. Hartman succeeds D. B. Heller, who has gone to Eveleth.

—Supt. F. E. Converse of Beloit, Wis., has been reelected for the next school year.

—Mr. G. W. Wilson of Marietta, Ohio, has been elected superintendent of schools at Kalida, to succeed C. P. Watterson.

—Mr. Herbert G. Means of North Braddock, Pa., has been elected superintendent of schools at East Liverpool, Ohio.

—Mr. Ralph Yakel of East Stroudsburg, Pa., has been elected superintendent of schools at Jacksonville, Ill. Mr. Yakel succeeds B. F. Shafer, who has gone to Freeport.

—Mr. F. S. Galey has been elected superintendent of schools at Fairmount, Ind., to succeed F. G. Neel. Mr. Galey had been principal of the high school for the last two years.

—Mr. Ivan Irick of Rushylvania, Ohio, has been elected superintendent of schools at Buckland.

—Mr. Roland A. Klaus, superintendent of the Mauston, Wis., schools for the past six years, has been elected superintendent of schools at Edgerton, to succeed F. J. Holt, whose contract expired in June.

—Mr. W. R. Zinn, formerly principal of the high school at Marshall, Mich., has been elected superintendent of schools at Oxford. Mr. E. G. Rose of Hillsdale, Mich., has been elected as principal at Marshall.

—Bertram E. Packard succeeds Augustus O. Thomas as state commissioner of education for Maine.

—Supt. Leroy L. Woods, of Mansfield, Mass., has been reelected with a salary increase of $600 which took effect January 1, 1929.

—Mr. O. T. Eastman has been reelected as business manager of the school board at Omaha, Nebr. Mr. G. C. Adwers was reelected as chief engineer, and Mr. D. Finlayson as superintendent of school buildings.

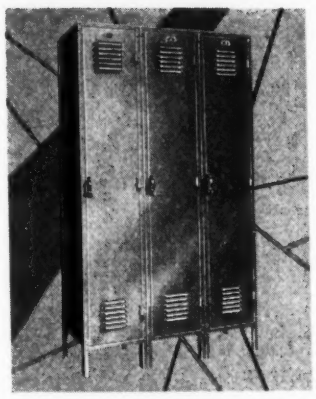
—Supt. T. C. Moore of Roodhouse, Ill., has been reelected for a new two-year term.

—Mr. G. E. Brown of Greeley, Colo., has been elected superintendent of schools at Bisbee, Ariz., to suceed R. E. Eouers.

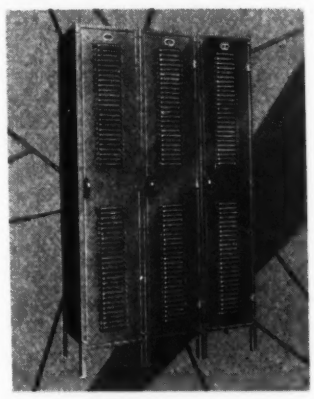
—Mr. F. L. Teel of Wheeling, W. Va., has been elected superintendent of schools at Charleston, to succeed S. E. Weber.

These 6 Types —

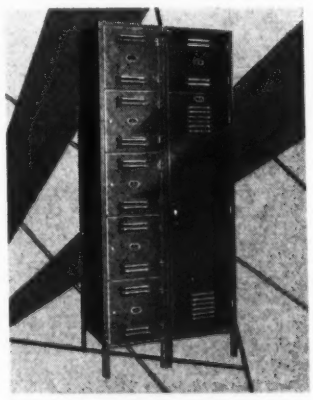
Recessed in Corridor Walls or Free Standing — will meet every requirement



Single-tier
standard louver



Single-tier
full louver



Combination
locker

From these six types of school lockers, you can select the ones best suited to your requirements.

After Sales Satisfaction is all BERLOY has to sell.

Lockers that will justify your judgment and your dollars—

Lockers that will withstand the treatment Young America gives them—

Lockers that will be a permanent adjunct to your equipment—

Lockers that will be sold and installed with SERVICE an integral part of the contract. Our nearest Branch or Representative will assist you in selecting the type best suited to your requirements.

Lockers, Filing Cabinets, Storage Cabinets, Desks and Tables, Wire Baskets and Racks for Gym Clothes.

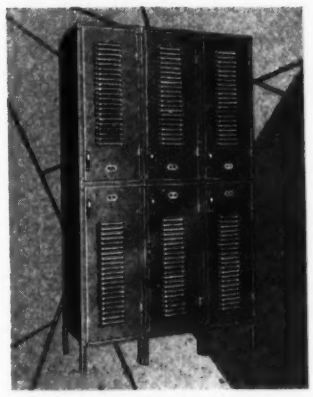
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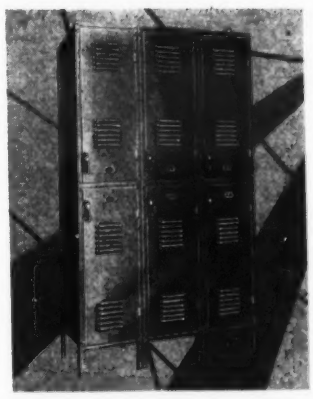
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Chicago	Detroit	Los Angeles	Philadelphia	San Francisco
Cleveland	Jacksonville	Minneapolis	Pittsburgh	St. Louis

Export Dept.—Canton, Ohio

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BERLOY



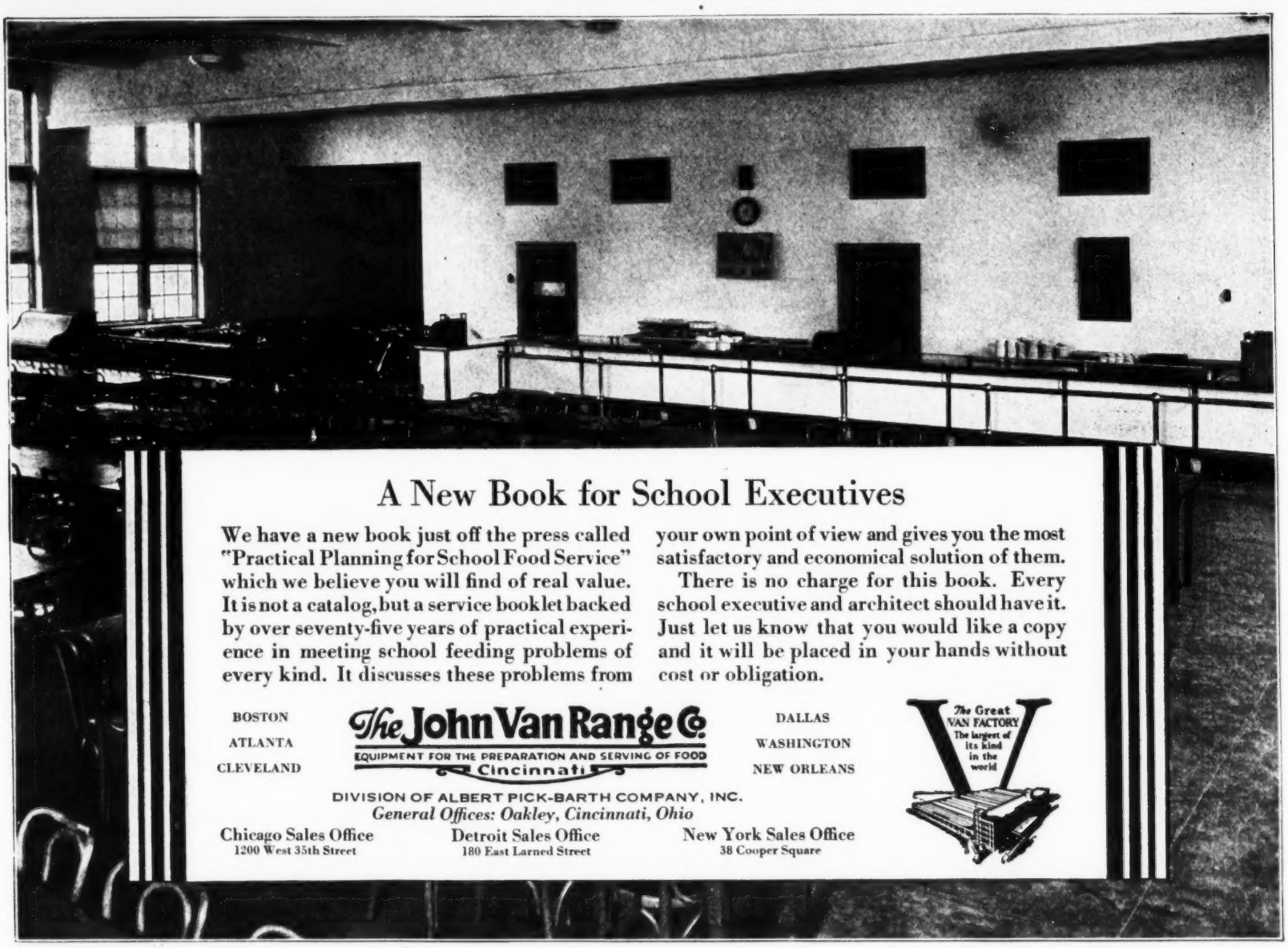
Double-tier
full louver

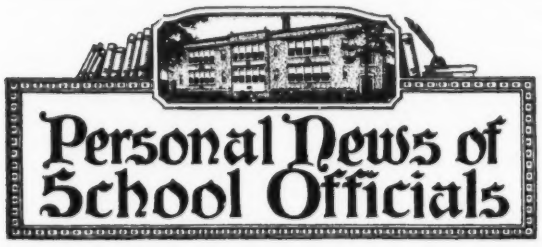


Double-tier
standard louver



Compartment
locker





Personal News of School Officials

—The school board of Hannaford, N. Dak., has reorganized with the election of MR. WILLIAM ANGUS as president, MISS EMELIA ANDERSON as secretary, and MR. W. D. SINCLAIR as treasurer.

—Wilmington, Del. The school board has reorganized with the election of MR. C. R. HOPE as president, MR. S. P. DOHERTY as vice-president, and MISS MILDRED VAN DYKE as secretary. MR. E. C. HUBER and MR. F. F. REYNOLDS took their places as new members of the board.

—MR. J. A. KAUTZ has been elected president of the school board at Kokomo, Ind. MR. KENNETH H. RICH has been elected as secretary, to succeed Mr. Kautz.

—The school board of Devils Lake, N. Dak., has reorganized with the election of MR. E. W. GILBERTSON as president, MR. NOEL THARALSON as clerk, and MR. E. M. LEWIS as treasurer.

—MR. F. A. KEUP is the newly elected president of the school board at Columbus, N. Dak. MR. E. O. HELGESON was elected secretary, and MR. O. I. RONNING as treasurer.

—MR. JOHN W. PASICH has been elected president of the school board of Buhl, Minn. MR. A. J. ERCHUL was elected secretary, and MR. D. W. ELMQUIST treasurer.

—MR. J. L. VAN NORMAN has been elected as president of the board of education at Los Angeles, Calif. Other members of the board are MRS. ELYSABETH L. CLARK, MRS. LETITIA LYTELL, and MRS. CARRIE PARSONS BRYANT. The new members of the board are MR. ARTHUR W. ECKMAN, MR. HARRY BASKERVILLE, and MR. E. E. CALVIN.

—MR. O. B. LARSON has been elected clerk of the school board at Biwabik, Minn., to succeed W. J. Lundgren.

—MRS. CLARENCE ROY has been elected secretary of the school board at Darlington, Wis., to succeed Mrs. Isabel Teasdale. Other members of the board elected were MRS. EDWARD HALLORAN, MR. JOHN J. BOYLE, MR. FRANK PARSON, MR. GEORGE MARTIN, MR. AL PILING, and MR. WEBB PENNISTON.

—MR. E. J. PELSUE has been reelected as secretary of the school board at Carroll, Iowa.

—MR. B. F. PITT has been reelected as clerk, and MR. E. P. SHERBURNE as treasurer, of the school board at Appleton, Wis.

—MRS. C. L. WILLIAMS is the first woman to be appointed president of the school board at Roseville, Mich. MR. LOUIS SANDHOFF was elected treasurer, and MR. J. A. BAKER secretary.

—MR. H. N. EIDEMILLER has been elected treasurer of the Bessemer township school board at Bessemer, Mich. Mr. Eidemiller succeeds George Frankovis of Puritan, who has retired.

—MR. L. G. LARSON and MR. OLIVER NESET have been reelected as directors of the school board of Thief River Falls, Minn., for terms of three years each.

—MR. D. W. KEMBER has been elected as the new member of the community high-school board at Serena, Ill. Mr. Kember succeeds Mr. Elmer Hoxsey, who had been a member for the last six years.

—DR. R. B. DUGDALE has been elected president of the school board of South Bend, Ind. Dr. Dugdale succeeds Frank Mayr, Jr.

—MR. EDWARD WHEELCOR has been elected president of the school board of Chisholm, Minn. MR. C. M. TRAMONTIN was elected clerk, and DR. E. H. NELSON, treasurer.

—MR. PAUL JOHNSON has been elected president of the school board of East Grand Forks, Minn. MR. LESLIE SULLIVAN was elected secretary, and MR. R. L. DOUGLAS treasurer.

—MR. J. M. RAGLAND has been elected clerk of the school board of Longview, Wash., to succeed LeRoy Eastman.

—DR. G. B. GESNER and MR. CECIL E. SHERMAN have been reelected as members of the board of education at Marshall, Mich.

—JOHN E. BAUMGARTNER has been reelected secretary of the Davenport, Iowa, school board.

—MR. ANDREW PATTERSON has been elected as president of the school board of Hartshorn, Okla., to succeed W. R. Schmiedling.

—MR. A. G. HOOVENS has been elected president of the school board of Goshen, Ind. Other officers elected were MR. ED. LOGAN, secretary, and MR. J. M. FARRELL, treasurer.

—DR. FRANK P. LEONARD has been elected clerk of the school board of Bucyrus, Ohio, to succeed B. F. Renkert, who has resigned.

—The school board of Noblesville, Ind., has reorganized, with the reelection of MR. W. E. GIFFORD as president, MR. C. M. GENTRY as treasurer, and MR. L. L. HANKLEY as secretary.

—The school board of Proctor, Minn., has reorganized, with the election of MR. J. W. JOLLYMORE as president, DR. E. E. WEBBER as vice-president, MR. H. M. CARR as clerk, and MR. C. H. WILES as treasurer. MR. ALLAN CLAUSSEN has been elected as a new member.

—DR. R. A. TEARNAN has been reelected president of the Munising township school board at Munising, Mich., for a third consecutive term. MRS. W. C. TATE was reelected for a full term as a trustee.

—MR. FRANK THOMAS of Alameda, Calif., has been appointed superintendent of school buildings and grounds at Berkeley. Mr. Thomas had served for several years in the same capacity at Alameda, and previously had been chief engineer for one of the San Francisco clubs.

—MR. CLAUDE ZOOK has been appointed secretary of the school board at Logansport, Ind. Mr. Zook succeeds Edward Hershberger.

—MR. GEORGE W. SCOTFORD, president of the school board of Jackson, Mich., for a number of years, has retired after serving as a member for nearly twenty years. Mr. Scotford was elected in April, 1910, to fill a vacancy on the board, and was subsequently reelected every third year.

—The school board of Anderson, Ind., has reorganized with the election of DR. W. M. MILEY as president, MRS. AUGUSTA MILLSPAUGH as secretary, and MR. JOSEPH T. DAY as treasurer.

—MR. HOWARD A. SHIEBLER of Brooklyn, N. Y., has been elected as executive secretary to Supt. William J. O'Shea of the New York City schools. Mr. Shiebler succeeds George Wood.

—MR. MARCUS E. JOHNSON, supervisor of school grounds and buildings of Madison, Wis., has been given an increase of $200 in salary coincident with his reelection to the position.

25% Faster Broiling...

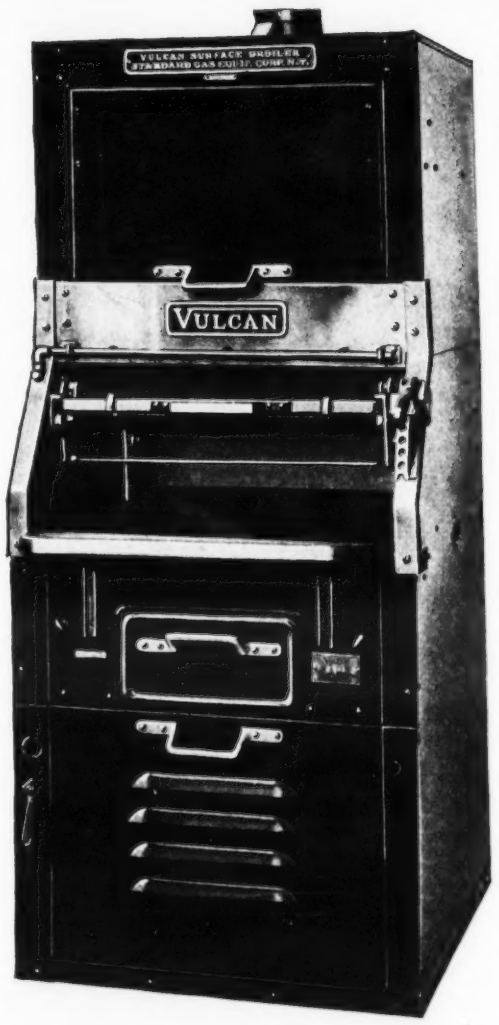
finer flavor, less gas, lower upkeep with new VULCAN RADIANT SURFACE BROILER

A new principle enables the new Vulcan Radiant Surface Broiler to produce better broiled foods 25% faster and with far less gas.

Radiant heat is produced on the face of a porous alundum slab. The gas is forced through the slab and lighted on the exposed face which it quickly heats to incandescence, thus producing a radiant bed of fire like that produced by charcoal. The heat can be produced almost instantly, at a turn of the switch. It does away with charcoal and ash handling, fire building and tending. It demonstrates again the supremacy of gas as a cooking fuel.

The radiant slab projects a heat of 1,300 degrees downward as compared with an ordinary burner producing only 750 degrees, most of which rises.

The radiant heat has a penetrating quality which cooks the food 25% faster than any other known method, preserving vitamins and retaining flavory juices. The greater speed enables prompt service to patrons and increases capacity.



Proven by two years' laboratory tests. Twenty-five units have been used with enthusiastic satisfaction in some of the best hotels in the country for more than a year under the most severe service conditions.

Users Recommend It...

The New York Life Insurance Company, New York City: "After a thorough test of your No. 3758 Broiler under most trying conditions, I feel that I should let you know that it is the best, quickest and most satisfactory broiler that we have ever used."

The Savarins Inc.: "Your No. 3758 Radiant Surface Broiler is now installed in all Office Building Savarins. Since we have been using it we found it to be of great utility, highly satisfactory and economical."

Hotel Department: **Standard Gas Equipment Corp., 18 East 41st Street, New York.**
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Among the users of VULCAN RADIANT SURFACE BROILERS *are:*
Hotel Alden, New York
Hotel Syracuse, Syracuse, N. Y.
Miller Bros. Restaurant, Baltimore, Md.
Hotel Dempsey, Macon, Ga.

VULCAN GAS HOT TOP RANGES



Safe, Clean Storage

is the keynote of School Storage demands



No. 3485

Illustration above shows our No. 3485 combination storage and wardrobe cabinet. It is ideal for principals' or teachers' offices, giving storage for clothing, records, and other necessities.

Your storage requirements cover many varying specifications, and to fill each there is an A-S-E cabinet properly designed.

Records, instruments, supplies, books, or clothing are protected by our embossed theftproof hinges, three point positive latching device, and Yale & Towne lock.

Cleanliness is fostered by the smooth washable surfaces and by construction features which make the cabinet practically dustproof.

Full length panel reinforced doors make them unsually strong and quiet; handles are vault type, adding a final note of sturdiness.

Dark green is the standard color but other colors and wood grainings in Mahogany or Walnut are offered to harmonize with many color combinations.

Catalog No. 171 illustrates and describes each of the twenty-six styles and models—Write for it—you should have it for quick, handy reference.

All-Steel-Equip Company

Incorporated

200 John Street

AURORA, ILLINOIS

School Hygiene and Sanitation

A STUDY OF THE RELATION BETWEEN MENTAL AND PHYSICAL STATUS OF CHILDREN IN ILLINOIS

Mr. Grover A. Kempf and Mr. Selwyn D. Collins, of the United States Public Health Service, recently conducted a study of the relation between mental and physical status of children by means of a survey of mentally and physically handicapped children of school age in the state of Illinois. In the study, approximately 5,000 children were examined both physically and mentally, using the Otis primary group test for the first three grades, and the Haggerty test for grades four to eight. For children three or more years retarded, or whose group test indicated an intelligence quotient below 70, an individual Binet-Simon test was given and the I. Q. as indicated was substituted for the group-test result. The study took into consideration the number of times a child had repeated a grade, and the number of times he had skipped a grade.

In the study, it was found that children who had repeated two or more grades but had skipped none, had a median I. Q. of 80, as against an I. Q. of 123 for those who had skipped two or more grades, but had repeated none. The intermediate groups fell quite consistently between these two extreme cases. Considering all cases together, the very inferior children had a median I. Q. of 86, as against an I. Q. of 113 for the very superior, the other groups falling between these two extremes.

It was found that groups which average low in school marks also have a low median I. Q., as would be expected if the I. Q. as determined from these group tests is of value in indicating the child's intelligence. The coefficient of correlation between school average and I. Q. is $+0.393 = 0.0093$. Such a coefficient indicates definite correlation, but not of the magniture to enable the investigators to predict any degree of accuracy a child's school average from his I. Q. or vice versa. There appear to be important factors influencing the school average other than the child's I. Q. Nevertheless, the correlation between the I. Q. and the school average is sufficient to indicate that a relatively high I. Q. as determined by a group intelligence test, tends to be associated with a relatively high school average, which should be a measure of the child's mental equipment and adaptability.

In the test for average intelligent quotient, the median I. Q. of children from both counties was 101, or just above the average or norm of 100, which the grading presupposes. For the northern county the median was 102, while for the southern county it was only 88. The data indicated quite clearly that the median I. Q. in the various groups was considerably higher in the northern than in the southern county.

In children of native white stock, with grandparents born in the United States, the I. Q. was 107, while children with one parent of native white stock and one of foreign stock, and the group composed of English, Scotch, Irish and Welsh, both 102, come next, followed by the Scandinavian, with an I. Q. of 104. The data shows that children of foreign-born parents using the English language at home, 99 are not greatly below the median I. Q. of children of native-born parents, with an I. Q. of 104. The difference is between children of foreign-born parents who do not use the English language at home, with an I. Q. of 89, and those who do, with an I. Q. of 99. Children of native-born parents in the different racial stocks rank higher than do those of foreign-born parents, while the children of foreign-born parents who do not use English rank particularly low.

A study of the occupations of the fathers was undertaken to indicate broadly the home conditions, and to determine the influence of home environment upon the I. Q. of the child. It was found that the median I. Q. of children of professional and salaried people is higher than is that of children of laborers, while the children of unskilled laborers is the lowest of the three groups.

In a study of physical defects to determine the particular type of defect having a relation to the I. Q., it was noted that no particular type of defect stands out as indicating a larger difference than the numerous defects which show slight differences with the I. Q. It was found that the average number of physical defects decreases as the I. Q. increases, and the tendency seems to be independent of race, language, and other similar facts.

All in all, the intelligence test appears to be an indicator of the total mental equipment, rather than "native" ability alone, and a tendency toward a slightly higher I. Q. associated with better physical condition and development might be interpreted in several ways.

ILLNESS AND SCHOOLWORK

Illness is the principal reason for absence from school, at least among normal school pupils. In a study of the young people attending Chicago Normal, it was found that only one fifth of the absences were due to causes other than illness. Some were absent because of domestic duties, because they played "hooky" in some way or another, or for some other reason; but the sum total of the entire group reached only one fifth as high as the pile of absences due to illness.

A recent news item points out that the average absenteeism due to illness among these pupils was 1.7 days per pupil. The principal cause of sickness absenteeism was some acute infection of the respiratory apparatus—the nose, throat, bronchial tubes, or lungs. Disorders of the digestive organs ranked second, but they stood far below the respiratory troubles.

The common cold as a cause was in a class by itself. The worst months for absenteeism due to colds are November, February, and March. Nearly every person interrogated had a theory as to the cause of his cold. These supposed causes ranked in the order named: insufficient clothing, wet feet, contagion, damp hair, cause unknown, swimming, low resistance, and drafts.

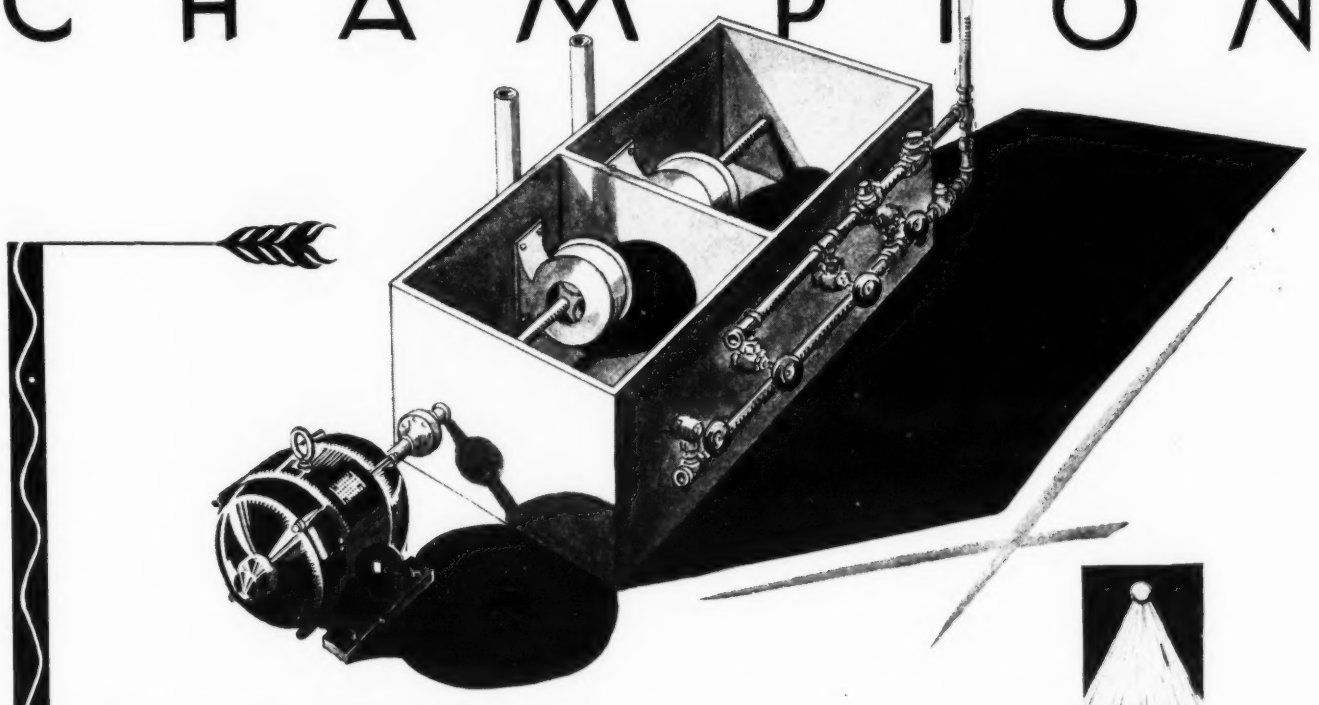
PROBLEMS OF A SCHOOL HEALTH PROGRAM

Elma Rood, Associate Professor, Nursing Education, Peabody College, Nashville, Tenn.

Of the many problems that confront workers in school health, the one which, according to field experiences, is found most often, and for which a solution comes only after long, earnest effort on the part of many people, is that of coordinating all the forces which contribute to the health of chil-

(Concluded on Page 128)

CHAMPION



STABILITY

The tank of the CHAMPION is cast in one piece—seamless—rigid. The shaft that drives the pumps is a single rod of Monel Metal running through the tank, making one solid unit of shafts and pumps—no inside bearings or connections. This husky, solid tank makes for a complete stability impossible in a lighter—or welded tank.

ENDURANCE

The CHAMPION tank and its operating units have been simplified. Long wear is assured. We use an oilless type of bearing—no oiling—no wear—no replacements ever needed. How different from the usual bearings that require frequent oiling and replacements!



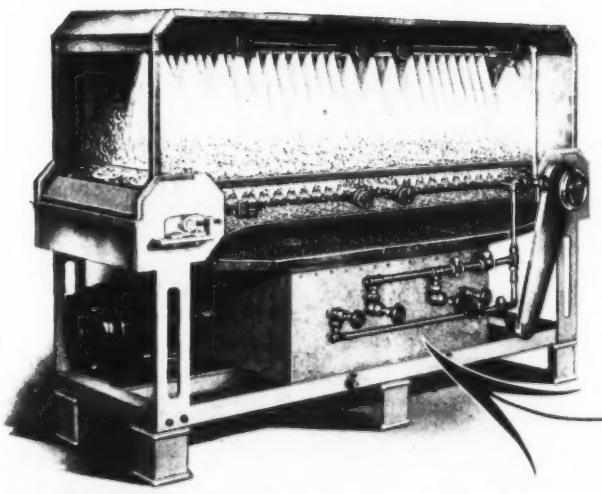
Dishes are washed by solid sheets of water, sprayed from above and below at the rate of

40 FEET A SECOND

They are thus washed cleaner and quicker. Another example of CHAMPION'S superior efficiency.

SANITATION

The inside corners of a CHAMPION tank are rounded. It is impossible for waste food to accumulate and create poisonous acid conditions. And the galvanizing makes the tank rust-proof —easy to keep absolutely clean.

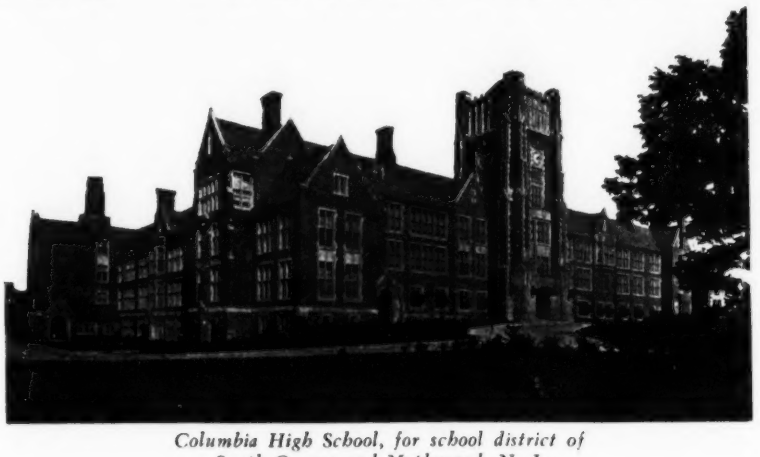


Newly improved CHAMPION Model 700 in Monel Metal. The front has been removed to show the simplicity of the conveyor action and the thoroughness with which the spray covers the surface of the dishes.

CHAMPION DISH WASHING MACHINE COMPANY

HOBOKEN, NEW JERSEY « « 1321 BUILDERS' BLDG., CHICAGO

THE SPECIFICATION FOR SANITATION

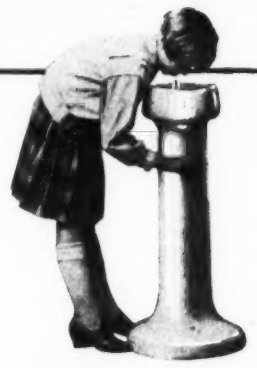


Columbia High School, for school district of South Orange and Maplewood, N. J. (Guilbert & Betelle, Architects)

Write for our School Superintendents' Manual

Children are Safe When it's a Halsey Taylor!

When they drink from a Halsey Taylor fountain they are assured of maximum health-safety. Patented features make it impractical for lips to touch the patented two-stream projector and the drinking stream is not only safe but convenient to drink from. Pressure variation never changes its height—and the water cannot be squirted on to the walls or floors—further vital features that prove the superiority of Halsey Taylor fountains.



HALSEY TAYLOR
Drinking Fountains



The Halsey W. Taylor Co., Warren O.
Largest Manufacturers of Drinking Fountains Exclusively

AUTOMATIC STREAM CONTROL
Stream is always at practical drinking height, lips need never touch the two-stream projector!
SAFETY FIRST!

(Concluded from Page 126)

dren, around a common objective, expressed in terms of 'abounding health' for every child.

"Many communities realize the need for concentration upon this objective, and are struggling to find some basis for unity, some aim big enough to make people forget themselves, and their specialties, and to throw themselves enthusiastically into a community-wide effort for the building of fine children. The development of health standards for children is becoming one of the outstanding problems in child health. Whether the methods in use are approved or disapproved, the movement is growing and spreading. Every successful attempt means new converts. Every failure means reorganization and a new trial. Regardless of differences in the details of these standards, they all represent earnest attempts by people in the field, to focus interest and effort upon one thing, the development of fine, normal childhood.

"Who knows, but, eventually, when enough schools have tried out an individual health standard for their children, that results may be built into a national ideal, so strong in its appeal, so broad in its applications, that in every home and school there will be enthusiastic support for every measure, which encourages the development of fine, healthy children from babyhood up. A few generations and Herbert Hoover's Child's Bill of Rights' may be realized! Who knows?"

GROWTH OF BOYS AND GIRLS

The U. S. Public Health Service has announced the results of physical measurements of nearly 30,000 school children of native white parents and grandparents. The measurements were standing height or stature, sitting height, trunk length, weight, chest circumference, transverse chest diameter, width of chest, antero-posterior diameter, depth of the chest, and vital capacity.

In all the measurements, except vital capacity and transverse chest diameter, there is a period from 2 to 5 years between 11 and 15 years of age, during which the mean measurement for girls exceeds the mean for boys of a corresponding age. In general, it is found that the largest excesses of girls over boys occur at about 13 years of age.

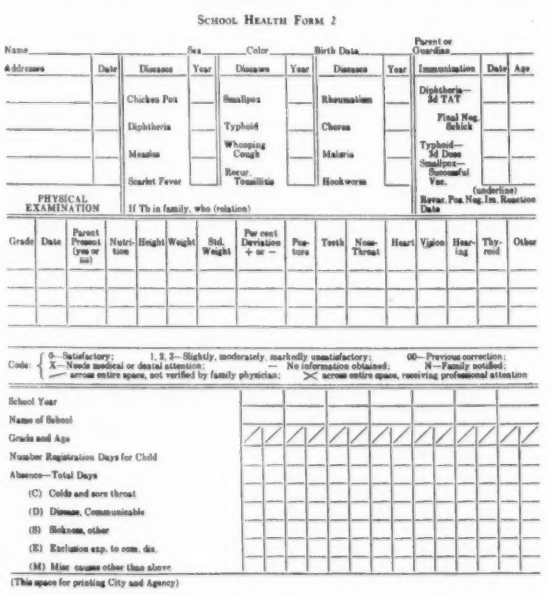
The age of greatest growth, it was noted, varies somewhat for the different measurements, but there appears a tendency for a maximum percentage increment about the age of puberty, the maxima for girls being from one to two years earlier than the maxima for boys.

For every measurement in the study, there is a period of three or more years between 6 and 13 years of age, during which the mean annual increment for girls exceeds the increment for boys of a corresponding age. The increment from 13 to 14 years of age is for every measurement larger for boys than for girls. The mean annual increments of girls exceed those of boys at earlier ages than in the case of the mean measurements.

NEW RECORD FORM FOR SCHOOL HEALTH WORK

The committee on administrative practice of the American Public Health Association has adopted a new record form which is intended for schools having medical personnel available for the examination work. It is designed to bring together in a simple and compact manner those facts about the health of the child which the school can use most advantageously in the child's interest.

In the record, four main groups are called for; namely, (1) communicable diseases and certain other important ailments experienced, (2) immunization record, (3) record of physical examination, and (4) record of absences by cause.



SCHOOL HEALTH FORM 2

Name _____ Sex _____ Color _____ Birth Date _____ Parent or Guardian _____

Address _____

Date	Diseases	Year	Diseases	Year	Diseases	Year	Immunizations	Date	Age
	Chicken Pox		Smallpox		Rheumatism		Diphtheria—3d TAT		
	Diphtheria		Typhoid		Chorea		Final Neg. Schick		
	Measles		Whooping Cough		Malaria		Typhoid—3d Dose		
	Scarlet Fever		Recur. Tonsilitis		Hookworm		Smallpox—Successful Vac.		

(underline) Recur. Pos. Neg. Im. Reaction Date

PHYSICAL EXAMINATION — If Tb in family, who (relation)

Grade	Date	Parent Present (yes or no)	Nutrition	Height	Weight	Std. Weight	Per cent Deviation + or −	Posture	Teeth	Nose-Throat	Heart	Vision	Hearing	Thyroid	Other

Code: { 0—Satisfactory; 1, 2, 3—Slightly, moderately, markedly unsatisfactory; 00—Previous correction; X—Needs medical or dental attention; —No information obtained; N—Family notified; — across entire space, not verified by family physician; X across entire space, receiving professional attention

School Year									
Name of School									
Grade and Age									
Number Registration Days for Child									
Absence—Total Days									
(C) Colds and sore throat									
(D) Disease, Communicable									
(S) Sickness, other									
(E) Exclusion exp. to com. dis.									
(M) Misc. causes other than above									

(This space for printing City and Agency)

DETAILS OF NEW STANDARD SCHOOL HEALTH FORM

The record card is a standard 5 by 8-in. card, index bristol, with the entire record on one side. The reverse side may be used for the continuous educational record or for important supplementary notations. The card is to be kept with the teacher; notations on it are to be made by the teacher, the nurse, and by or for the physician. The card goes with the child as he passes from grade to grade and information is added from time to time.

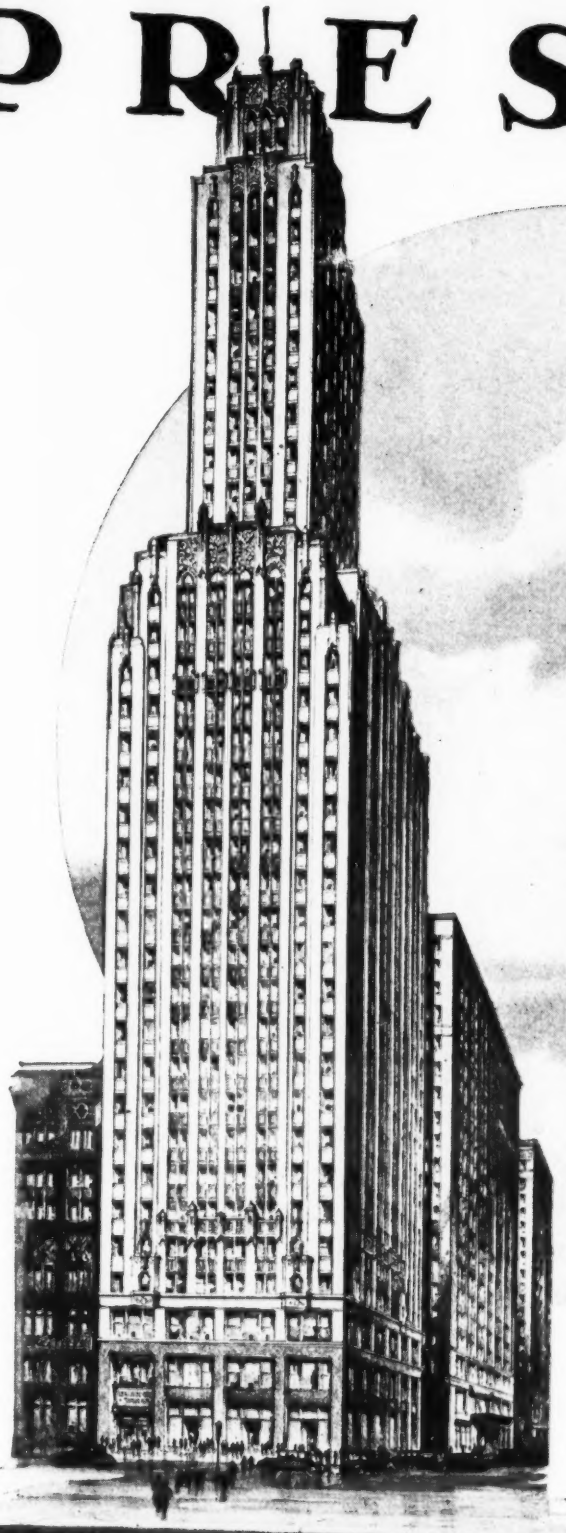
The advantages of the inspection system are three-fold: to make available to the educational authorities facts which will assist them in planning a course of instruction best adapted to the capabilities of the child; to serve as a demonstration to the parents of the value and utility of professional medical opinion; and to assist the child early in life in eliminating physical defects which may impede his learning and efficiency.

HYGIENE AND SANITATION

—The common communicable diseases to be noted in the schools include measles, whooping cough; mumps, chicken pox, scarlet fever, and diphtheria. So reports the United States Health Service in a recent bulletin. The report also says: "Some children counted as relatively susceptible because they report no prior attack may be immune to these diseases: (*a*) It may be that some children develop a specific immunity without having an attack of the disease as in the case of Schick negative children who have not suffered an attack of diphtheria; (*b*) as age increases, children may develop a more or less general immunity to infections of this type, which partially protects them from attack; (*c*) immunity may have been acquired by mild unrecognized or forgotten attacks; (*d*) some children may have from birth a natural immunity to some of these diseases. The frequency and intimacy of contact with cases of these diseases may decrease to some extent as age increases.

—Tecumseh, Nebr. The school board has given its approval to the plan for conducting Schick tests for diphtheria. Parents of school children in the city were asked to have them immunized before the school term opened. All children were referred to the family physician for testing and immunization against diphtheria.

PRESTIGE

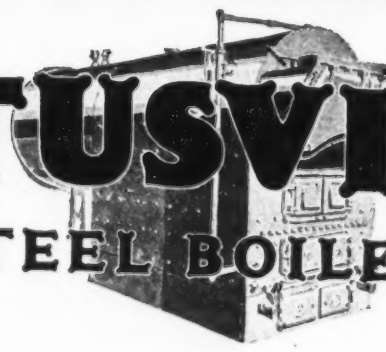


THE past success of Titusville Boilers has influenced their selection time and time again.

Accordingly we find 3 Titusville Scotch Marine Boilers installed in the new Willougby Tower Building—one of Chicago's newer and finer skyscrapers.

Here they will do their part in meeting the need of modern day commerce—namely efficient and dependable heating.

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Division of Struthers-Wells Titusville Corp.
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TITUSVILLE
STEEL BOILERS

TIW 11



"Quality leaves its imprint"

FOLDER-WAY

utilizes idle floor space

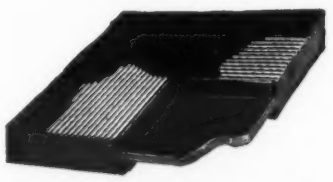
Several small rooms quickly converted into one large assembly hall

Additional space for extra large gatherings is a frequent and urgent need in churches, community centers, auditoriums, lodge halls and clubs. But the cost of idle floor space prevents reserving a room exclusively for such occasions. Several smaller rooms must be thrown into a single large assembly hall.

This problem is adequately met by R-W FoldeR-Way partition door equipment, engineered to fill any and all requirements.

Rapid, noiseless operation of the doors was an essential feature specified by the architect of the Denver Y.W.C.A. FoldeR-Way filled the bill with complete satisfaction, as illustrated. Perfect alignment and smooth, silent, easy moving, trouble-free operation are assured by FoldeR-Way.

Write for R-W Catalog No. 43.



R-W Compound Key Veneered Doors have laminated stile and rail core construction. Extra heavy sawed veneer is applied by the exclusive tongue and groove method. The result is a combination of beauty and sturdiness that lasts for decades, free from warping, swelling, shrinking, etc.

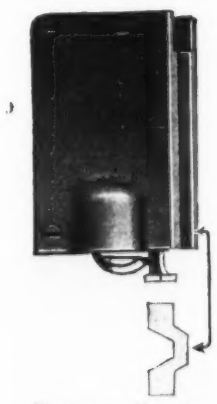
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New York . . . . **AURORA, ILLINOIS, U.S.A.** . . . . Chicago

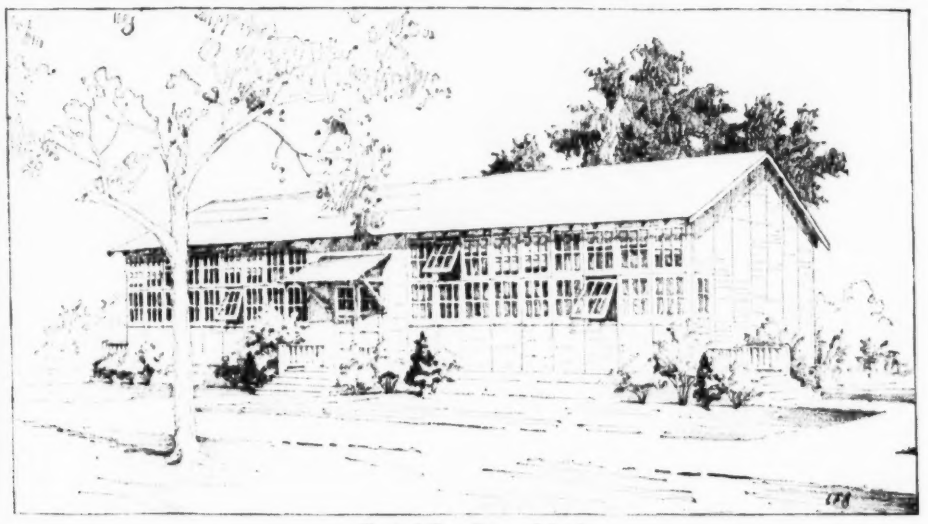
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Typical Gymnasium

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CIRCLE A BUILDINGS
Portable

TEACHERS' SALARIES

CONNECTICUT TRADE SCHOOLS ADOPT NEW SALARY SCHEDULE

The manufacturers of Connecticut about a year ago submitted a report to the Connecticut State Board of Education looking toward closer relationships between the state trade schools and industry. One of the recommendations of the manufacturers dealt with the problem of better salaries for trade-school instructors. The state board made a thorough investigation of the state schools then in existence, the study covering a period of eight years from 1920–28. Certain outstanding facts regarding instructors were brought to light.

It was found that the number of instructors who had left the service of the state trade schools during the 8-year period constituted more than 150 per cent of those at present employed. The annual percentage of turn-over was approximately 20 per cent. The mean duration of employment for the 261 instructors studied was approximately 2½ years. Fifty per cent of the instructors served only one year after they had learned to teach. Seventy-five per cent left the service in approximately 2 years after learning the special skills required in trade teaching.

As of July, 1928, the average salary was $2,104.63 and the median salary $2,131.25. The average salary was $44 per year less than the average salary for high-school instructors in the state. The investigation showed that there is need for a general increase in salaries.

The state board has acted on the findings and has adopted a uniform state scale. For junior instructors in trade schools, the new range of salaries for men is from $1,800 to $2,520, with $120 steps or increments. For women, the new salary scale is $1,500 to $2,220, with $120 increments. For senior instructors in trade schools, the new salary range is from $2,640 to $3,360, with $120 increments; and for women, $2,340 to $3,040, with $120 increments. Department heads will receive $180 per year in addition to their salaries as instructors. Directors of trade schools have a salary scale of from $3,300 to $4,500, with $200 increments.

It will be seen that these rates are substantially in advance of the salary scales that have applied in the past. The new rates should enable Connecticut to retain her good instructors, and when new positions are to be filled to attract first class men, well prepared to teach, who are masters of their trade as well.

PROPOSE REDUCTION IN PAY FOR TEACHERS WHO RE-ENTER SCHOOL SYSTEM

The board of superintendents of New York City has proposed the adoption of new measures which are intended to reduce the large number for former teachers applying for reinstatement in the schools. The proposed by-law changes are intended to make the return of such teachers to the system less attractive from a monetary standpoint.

The present action of the board of superintendents has been prompted by two reasons. One is the tremendous oversupply of unappointed teachers, mostly graduates of the city's training schools, who are awaiting appointment to the elementary schools. The other is the unprecedented demand from former teachers who have applied for and received reinstatement, thereby retarding the appointment of the younger teachers.

The condition had arisen since the adoption of attractive salary increases, which became effective in January, 1928. Under the present rules, teachers who resign from the system and who are reinstated, receive year for year salary credit for previous experience.

MOBRIDGE ADOPTS SCHEDULE

—Mobridge, S. Dak. The school board has adopted a new salary schedule for elementary and high-school teachers. Under the rules, applicants for teaching positions must have completed a two-year normal-school course. Teachers with experience are preferred in making appointments, but exceptions will be made in certain cases. Teachers in the seventh and eighth grades will begin with a minimum of $1,200, and will advance at the rate of $50 a year up to a maximum of $1,500 per year. All teachers are allowed a bonus of $30 for summer-school work equivalent to six semester hours in a college. The following salaries are provided in the schedule:

Elementary schools—Teachers in the elementary schools will begin at a minimum salary of $1,080; such teachers will advance to $1,125 the second year, $1,170 the third year, $1,215 the fourth year, $1,260 the fifth year, $1,305 the sixth year, $1,350 the seventh year, and $1,400 the eight year.

High schools—Teachers in the high schools will begin at a minimum of $1,500; such teachers will advance to $1,575 the second year, $1,650 the third year, $1,725 the fourth year, and $1,800 the fifth year. Men teachers may go as high as $2,000.

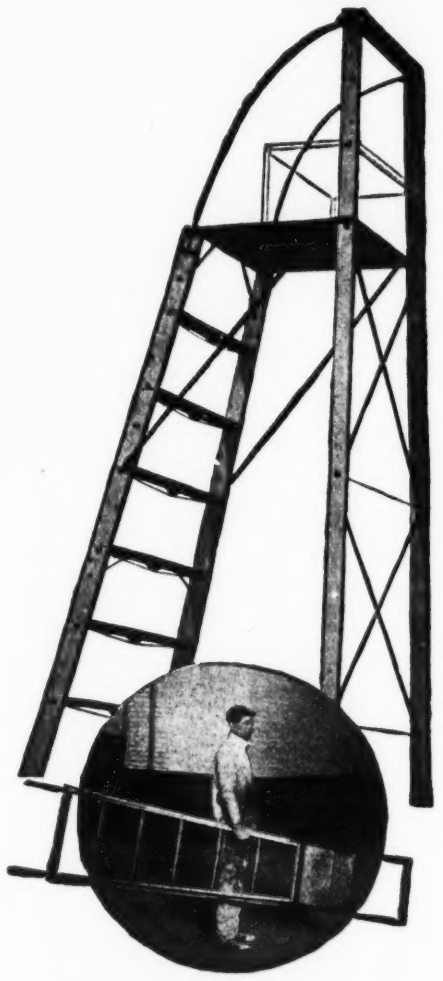
BUFFALO INCREASES SALARIES

—A salary increase of $175 per annum for each of the 3,500 teachers of the Buffalo, N. Y., schools has been provided for in the new budget of the school board for the year 1929–30. The board has allocated the sum of $475,000 to take care of the salary increases. The increases which will cover a four-year period, will amount to $700 for each teacher during this period.

Under the plan, an adjustment has been made in the salaries for demonstration and critic teachers and for assistant principals. Demonstration teachers who have been paid $2,400, will receive a salary of $2,575, with annual increments of $175 per year. Critic teachers and assistant principals will receive a salary of $2,475, in place of $2,300 as formerly. Vocational teachers will receive a maximum of $3,300 in place of the former maximum of $2,600.

—The school board of Wellesley, Mass., has adopted a salary schedule, which provides that any teacher who has taught twenty years in the local schools may receive thereafter a bonus of $100 above the regular salary received. At the end of ten years' service, one half of the bonus, or $50, is similarly paid. At the present time, twenty-five per cent of the teaching staff is receiving the ten-year bonus.

—Supt. Samuel Fausold, of Ambridge, Pa., recently addressed the local rotary club affording sidelights upon the schools. He explained what is done for the mentally backward children. He told that there is no law in Pennsylvania concerning corporal punishment. In the local schools punishment cannot be given except in the presence of the principal of the building, or in the presence of someone appointed by the principal. The school board and superintendent are given wide powers in the matter of suspension and expulsion of pupils from school, the deciding factor in the matter being whether the expulsion is for the good of the schools. A pupil may be expelled for acts committed while on his way to or from school, or at school functions outside of school hours.



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(Patented)

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There's no strain on painter or cleaner working from a Dayton Safety Ladder. The Dayton cannot collapse or tilt, is strong, light and durable. Permits close work against walls. Sizes 3 to 16 feet; moderately priced.

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THE DAYTON SAFETY LADDER COMPANY
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See Our Exhibit, 18th Annual Safety Congress, Chicago, Sept. 30 to Oct. 4, 1929

School Board Gives the Children Checks

Georgia Williams Moritz

There is a school board, in Louisiana, that is not only providing an education for the children, but is putting the community in a position where it is rapidly acquiring prosperity. At its sessions, in the office of the superintendent of parish schools, in Crowley, Louisiana, it discusses not only the maintenance of buildings, the buying of new window shades and crayon, the employment of janitors and bus drivers, but also the amount of cream and the number of dozens of eggs sold for the farmers of the parish during the month. It looks over, not only the teachers' checks, but the checks that go to the farmers.

There are not many one- or even two-room schools in Acadia parish, which is Louisiana's way of saying "Acadia county," for there, as in all Louisiana, the schools are consolidated. Instead of many small schools, one for each small district, each with its own board of trustees, there are a few large school plants, and there is one county school board, composed of representatives elected from each ward. This board meets monthly with the parish superintendent to discuss all school matters, and authorize payments from the general school budget. The poor communities, where there is little taxable property, have just as large and well-equipped school plants as do the wealthiest sections of the parish. And each school has its full quota of pupils, brought in by busses.

There are nine large consolidated schools in Acadia parish and motor transfers gather up the children and take them to one or another of these schools each day, and take them home again in the afternoon. There are 70 of these bus transfers.

There are many small, struggling farmers in the parish whose biggest problem, the one that kept them from becoming prosperous in the past, has been that of marketing. Until recently there has been no way to keep cash coming steadily into the family treasury, to pay living expenses. So the payment received once a year from the rice crop, or the cotton crop, dwindled rapidly, with a whole year's strain upon it.

All the farmers have a few chickens, and a cow or two, which they milk for family use. Usually there are a few more cows, running out on range.

Most of these farmers live 25 or 30 miles from a creamery, so that selling cream has been out of the question, and one must be especially equipped to sell butter, according to the laws. There might be a gallon or so of milk more than the family needed, but there wasn't any way to sell it. There might be a half dozen extra eggs, too, but not enough to bother going to town with. And the prices were often unsatisfactory, too. There was an overproduction for the local market. So there just wasn't any regular cash income, and the families were "hard run" during the most of the year.



ONE OF THE ACADIA PARISH SCHOOL BUSSES WITH A TYPICAL LOAD OF CHILDREN, MILK, AND EGGS.

It was J. M. Baker, superintendent of the school system, who originated the unique marketing plan. He had been thinking it over in his mind for a long time, before he finally laid it before the board. And the board consented to give the plan a trial.

It was simply this: The children were asked to bring to school on the bus each day all the milk and eggs their parents could spare. It might be only a half dozen eggs, or a half gallon of milk.

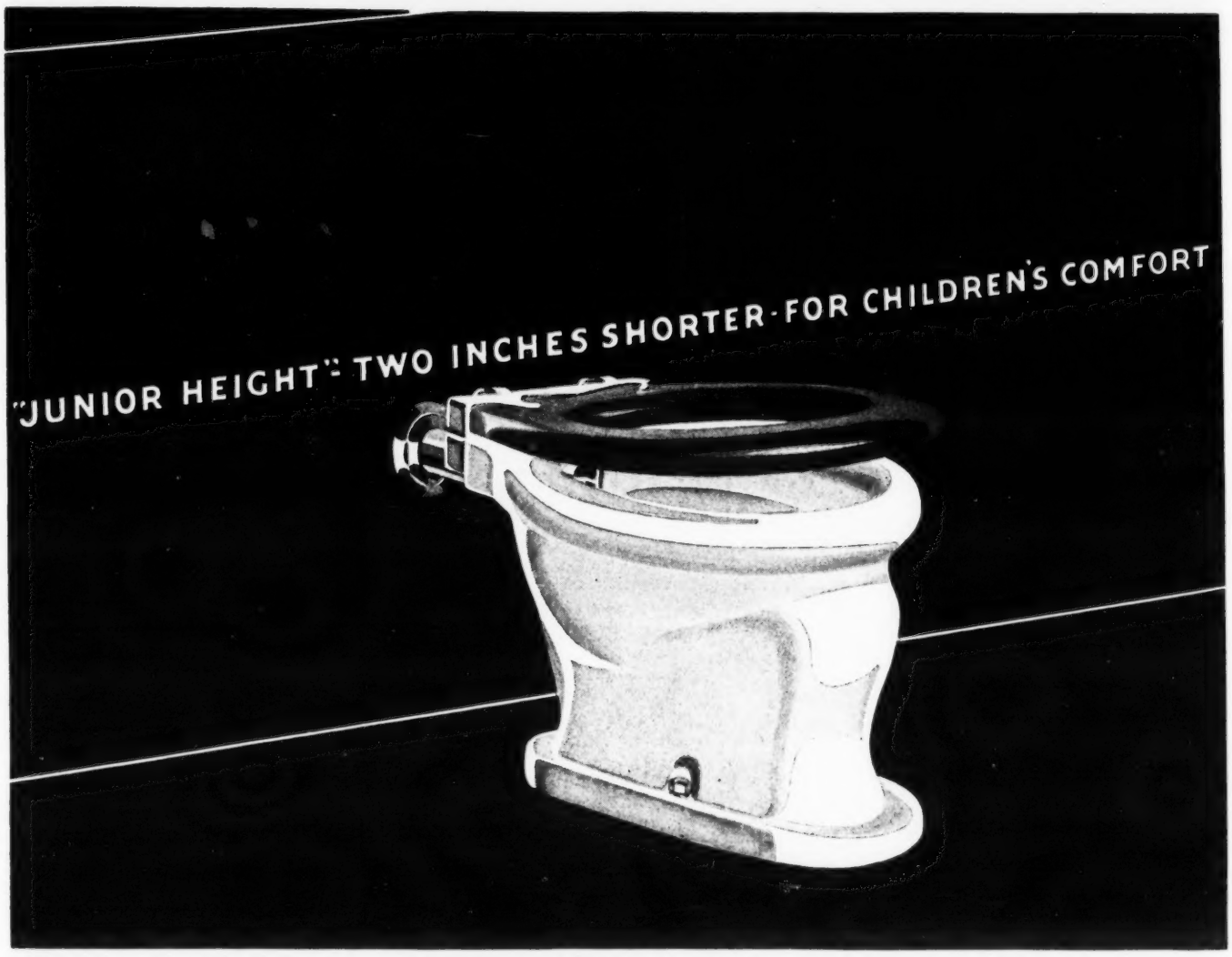
A room at school was fitted up to receive the products. The school board had a cream separator and a Babcock tester as a part of the laboratory equipment. Why not use this equipment in a practical way? the superintendent demanded. At the expense of the farmers, milk cans were obtained and egg cases were purchased. Racks were built at the rear ends of the school busses, at the cost of $2.50 each, to carry the cans and cases.

The plan was put into operation in one school first, and proved such a success there that it was soon put into the other eight units. The board believes that there is not an egg or a gallon of milk, now, that cannot get to market.

The Smith-Hughes teachers and the boys of their classes are in charge of the work of separating the milk, candling and packing the eggs. The skimmed milk is taken home by the children to be fed to the pigs. In the schools where there is no agricultural teacher, the principal or the janitor attends to those details.

Mr. S. W. Nelken, principal of the Ebenezer school in which the plan was first tried out has been named marketing agent. He sells wherever the best market can be obtained, one place one

(Concluded on Page 134)



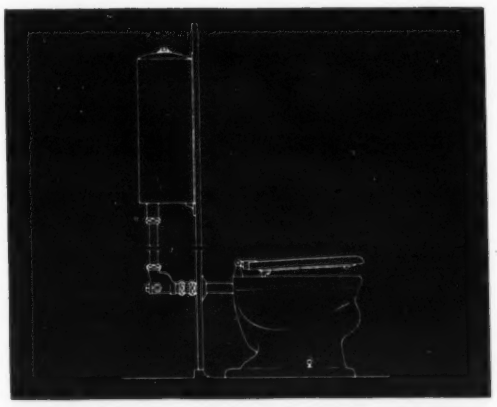
HAS BUT ONE DUTY...
and that it can't forget

Unflushed closets are an ever-present danger that can cause sickness, disease, and even worse.

And children *do* forget—sometimes grown-ups.

To guard health with a complete flush each time—is the one duty of Clow Madden Automatics. That they can't forget. They operate automatically.

Surely, swiftly, high pressure water scours the bowl from top through trap. All residue is whisked away—



RECORD NO. 103
After 14 years' service in a Buffalo Center, Iowa, school, 28 Clow Madden Automatics looked "good as new" and were re-installed in the new school building.

for Clow Madden bowls are free from those hollows that make ports of safety for germs.

Less than half the usual water consumption. A tiny fraction of the usual for repairs—years and years longer service — that's Clow Madden Automatic. Records on countless closets prove it.

This fixture is only one of the complete line of James B. Clow & Sons—established over half a century.

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CLOW MADDEN AUTOMATIC

Forty-Eight Styles, Heights and Types to Meet Your Requirements

Hillyard Floor Maintenance men are thoroughly trained. A request on your letterhead will bring one of these men to your school to make a full survey of your floor conditions at no cost or obligation. His recommendations and consultations will be practical and economical.

FLOOR APPEARANCE

Floors are integral parts of your building. They should always present a perfect appearance. To do this, even the finest floors must have help and deserve the service of an expert. Floor appearance gives a lasting impression of a building and its administration. The Hillyard organization offers the service of our floor experts at no obligation or cost.

Sole Manufacturers
Hillyard Chemical Company
ST. JOSEPH, MO., U. S. A.
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(Concluded from Page 132)

week, another the next. He manages to get the best price in the state for butterfat, and anywhere from six to ten cents a dozen more for eggs than is paid locally. The latter are carefully graded and sent out in cases with labels that advise, "Try our stone white infertiles, aristocrats of eggs."

It cost the school board just $260 to install this method in each of the nine units, or $2,340 in all. The plan, after being in operation 16 months, had paid $22,000, through the schools, to the farmers. It is estimated that 85 per cent of the produce so sold would otherwise have been wasted. Checks are sent home, by the children, every two weeks.

As an example of just what this plan has meant to the farmers one may look at the results in the Ebenezer community. There are 25 families there who are taking advantage of the marketing opportunity offered. They have received $10,500 in cash in the last 16 months, or an average of $26.25 for each family per month. The bankers say that a family can live on a farm in the South for $18 a month, cash, to spend for the everyday living expenses. So that amount means a great deal as concerns the happiness and well-being of these farm families.

During the winter the nine units handle an average of 850 gallons of milk a day, and 400 dozen eggs a day during part of the year.

The system continues in operation during the summer vacation. In order to make this possible, four second hand trucks were purchased, at $70 each, for use instead of busses. The cost of running each truck has been $11 a month. And to the farmers this has meant $6,500 in cash during the summer. The janitors, who are employed for twelve months of the year, drive the trucks, and attend to separating the milk and packing the eggs. The marketing agent who must give much time to the work, is the only man connected with the system who has received an increase in salary.

Five per cent of all proceeds are deducted for operating expenses, But even after that deduction, the farmers receive more than they otherwise could for their produce, if, indeed, they could sell it at all. With the five per cent the system is self-maintaining.

So far, only milk and eggs have been handled, but it is expected soon to extend the system to include the marketing of vegetables, for which, under present conditions, there is little local market.

The Baker School Marketing System, so named after its originator, Superintendent Baker, has already attracted wide attention. Many parishes, counties and states are studying the plan with a view to adopting it. The Louisiana State Department of Extension is so well impressed with it that plans are now being made to greatly enlarge extension work in the parish.

The school board can point out a number of definite results from the 16 months' successful operation of this system. The farmers are more prosperous and their morale has been increased 100 per cent. Life, for them, is much easier and much more worth living.

Now, that they have a market, they are producing more. An example of this fact is seen in the case of one little boy. He sold fifty cents worth of milk the first month. His father, seeing the possibilities in the system, became interested. He drove up some of the cows he had out on range and began milking them. Now that boy takes home checks for cream amounting to $75 or $80 each month. Also, the farmers are taking care that their produce shall be of better quality. They have learned that eggs of a uniform size and color sell better than others. They realize that a thoroughbred Jersey cow whose milk is rich in butterfat, is decidedly more worth keeping than is one of scrub stock. Along with the increase in stock the farmers are growing more feed and with the increase in acreage of feed crops the cost of production is decreasing. All of which means that the general prosperity of the country is rapidly increasing.

Those results, the school board of Acadia parish believes, are worth many times the effort and the cost, and are ample awards for the enlarged scope of duties that the board has assumed, for the same of community welfare.

SCHOOL ADMINISTRATION

—Governor Moody of Texas recently signed the state board of education bill, abolishing the state textbook commission and placing the power of textbook adoptions in the hands of the state board of education, authorizing them to appoint a commission of five to make recommendations. The bill provides for an appointive state superintendent of public instruction.

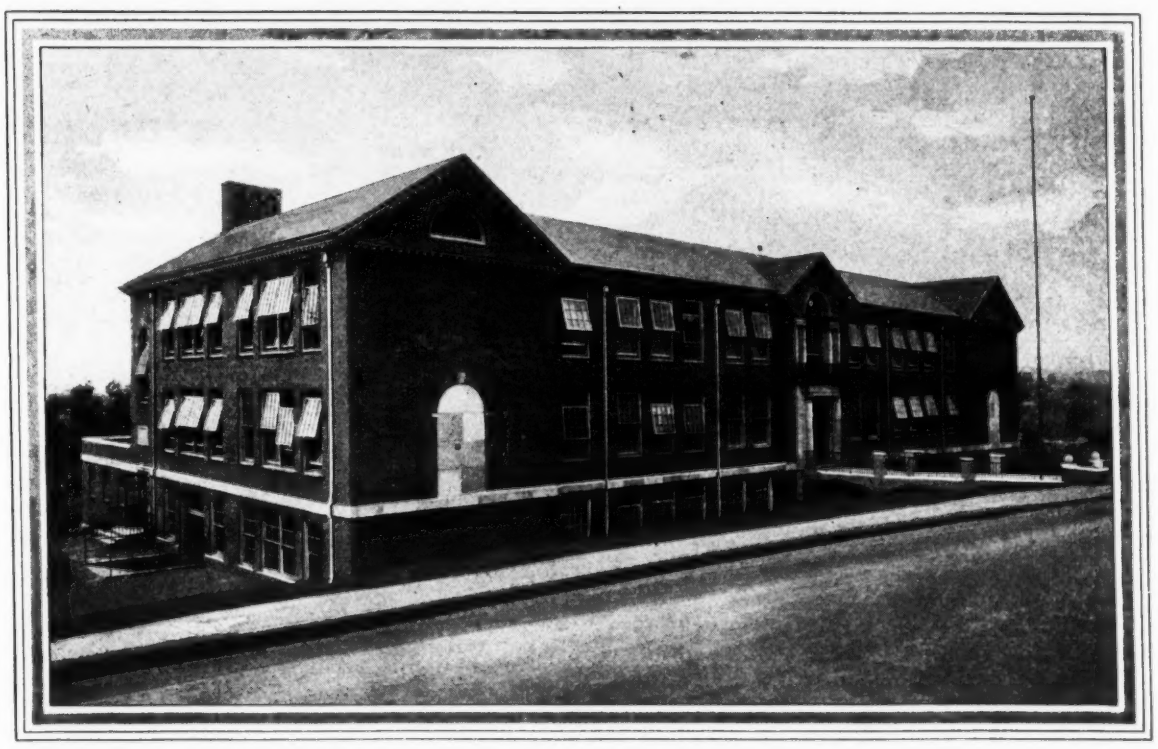
—The local circuit court has recently ruled that John H. Hoffman, Norristown, Pa., tax collector, must file a bond of $200,000 instead of $50,000 as requested by him, and must also pay the cost of the court proceedings. Mr. Hoffman is not a new tax collector, having been elected in 1925. Each year he had furnished a bond in the amount of $300,000 for the faithful performance of his duties, and covering the collection of the taxes. This year he asked the court to lower the bond to $50,000, claiming he had never had more than that amount of taxes on hand at any one time. The school board refused to accept the bond and would not give the customary tax duplicate. Mr. Hoffman then petitioned the court, with the result that the court held that the school board had used good judgment and exercised wise discretion in fixing the bond of the collector in the sum of $200,000.

—Moorhead, Minn. The school board has awarded a contract for three hundred tons of West Virginia coal at $9.30 a ton, and three hundred tons of Pocahontas coal at $8.80 a ton.

—Wilmington, Ohio. The Lynchburg board of education has leased the village auditorium from the city council for school purposes. The lease was acquired when funds were not available for the building of a new school.

—Lock Haven, Pa. The school board has adopted new tuition rates for nonresident pupils, the rates being $82.40 for high-school students, and $54.08 for elementary pupils.

150 Pounds Pressure CRANE VALVES 2500 Pounds Pressure



The Austin High School of Knoxville, Tenn., is Crane-equipped throughout. Architects, Bauman & Bauman, Knoxville, Tenn. Plumbing and Heating Contractor, L. P. McAuliffe, Knoxville, Tenn.

No matter how taxation is decided this will remain true

Omnipresent is the problem of school support. And it will be long before the bitter battle will be settled between those who claim the nation's economic structure can bear no more taxation for education, and those who claim the proportion of money for this purpose has not been approached.

But regardless of how long this controversy lasts, and how it will be decided, one fact is true . . . real economy will always be the rule in every department.

In matters of plumbing and heating, for example, the equipment must offer every convenience, every comfort, and every measure of health protection. Yet it must do more. It should cost a minimum to install; its service should be long lasting; repairs and replacements should be held to the lowest figure. In fine, it must give just the service, at the same low cost per year, that Crane materials are giving in countless schools the world over.

CRANE

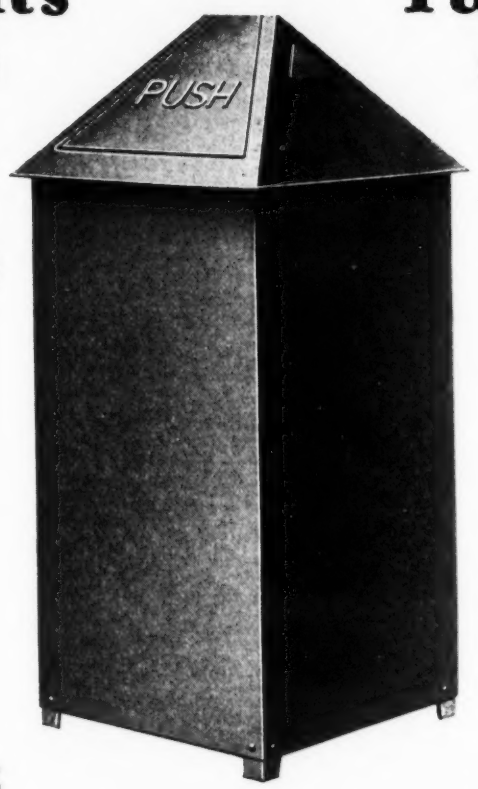
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Either in-doors or out-of-doors, SOLAR Self-Closing RECEPTACLES pay their own way. They materially reduce the cost of keeping buildings and grounds neat and tidy because they reduce the time required for cleaning. They not only reduce cleaning expense, but, by releasing your janitor for other work, enable him to devote attention to jobs otherwise left undone.

The reopening of athletic fields for fall football offers a splendid opportunity to test the *out-of-door* value of SOLARS. By placing these inviting waste receptacles at strategic points you can very materially reduce the litter of programs, newspapers, peanut shells and other refuse which ordinarily greets the cleaning squad on Monday morning. Write for full particulars.

SOLAR *Self-Closing* RECEPTACLES

The SOLAR-STURGES Mfg. Co.

MELROSE PARK, ILLINOIS

BUILDING NEWS OF THE SCHOOLS

BEGIN NEW BUILDING PROGRAM AT KIRKWOOD, MO.

—The school board of Kirkwood, Mo., has entered upon an extensive building program, which is to be completed in September, 1930. The building program is being financed by a school-bond issue of $250,000 which was voted in May, and includes five projects, comprising two four-room units for grade schools, a nine-room unit for the junior high school, and an addition to the Hough School.

—Saginaw, Mich. The board of education has opened the Potter School, a twenty-room building, with auditorium, gymnasium, and other units; also the Handley School, built to house the special classes for defectives and subnormal children. In addition to seventeen rooms, the building contains a gymnasium, an auditorium, and a cafeteria.

The board has awarded contracts for the construction of an elementary-school unit at the South Intermediate School, to accommodate 1,800 pupils. Bids have been received for the erection of an additional unit at the Webber School, to accommodate 300 pupils, making the capacity of the building 1,200 pupils.

BUILDING NEWS

—Belmont, Mass. Construction work has been begun on an addition of twenty rooms for the junior high school, to cost $240,000.

—A large amount of school-building work has been in progress in Michigan during the year. The Warren S. Holmes Company of Lansing, Mich., prepared the plans for new schools at Wayne, Benton Harbor, Coloma, Sibley, Romulus, Petoskey, Marshall, Hillsdale, East Detroit, Dundee, Kellogg, Augusta, and Auburn Heights. The majority of these schools will be ready for use September first, but some of the larger ones will not be completed before February, 1930. The same firm is completing plans for a high school at Stoughton, Mass., and another high school at New Britain, Conn., to cost half a million dollars.

—Sinton, Tex. A high-school building has recently been completed, at a cost of $100,000.

—Marshall, Mich. A bond issue of $300,000 has been passed for the erection of a high-school building. The building will replace the Central School, erected in 1868.

—Kerrville, Tex. At a recent school-bond election, the citizens approved a bond issue of $60,000 for school-building purposes.

—Crawford, Nebr. By a vote of 240 to 92, the citizens approved a school-bond issue of $125,000 for a new junior-senior high-school building.

—Delhi, N. Y. The school board failed to receive any bids on a school-bond issue of $150,000, so that it will be necessary to borrow money on a temporary loan in order to carry out the proposed building projects.

—Kalispell, Mont. The school board has disposed of $98,000 in school bonds to the state investment commission. The proceeds of the bonds will be used for the construction of a cottage-type school building, and for repairs to two further buildings. Bids have been received for the new school, which is to cost $80,000.

—New York, N. Y. The building department of the board of education has estimated that it will cost the city upward of $300,000 during the next few months to remedy the structural defects which have developed in a large number of the new school buildings erected within the past few years. The estimate is based on the first bids received for waterproofing eight of the leaky elementary schools, at an aggregate cost of $71,960. At the present time there are between 40 and 50 leaky schools in the city.

The specifications provide that each of the schools will receive 4 coats of a transparent waterproofing compound, which has been found by tests to be satisfactory for stopping the leaks.

—Tiffin, Ohio. The school board has begun work upon a school-building program, which is to cost approximately $275,000. The program will include a new school to cost $120,000, and an addition to one of the grade schools.

—Florence, Wis. A new school will be erected for the towns of Florence, Fern, Aurora, and Tipler, at a cost of $100,000.

—Indianapolis, Ind. Bids will be received for the erection of new schools, to cost $1,000,000. The construction work will include a new high school on the east side, to cost $600,000.

—Wheeling, W. Va. Plans have been completed for the submission of a bond issue of $125,000 to the voters. The proceeds of the bonds will be used for new school buildings and improvements to the school plant.

—Hot Springs, Ark. A bond issue of $250,000 has been authorized in a resolution adopted by the school board. Of the total amount, $25,000 will be used to retire the bonded indebtedness of the school district, and the remainder will be devoted to the school-building program. The building program calls for the erection of two schools, one a twelve-room structure to cost $115,000, and the other a ten-room building to cost $66,000.

—Mercedes, Tex. The school board has called an election to vote a bond issue of from $200,000 to $300,000 for the erection of a high school and a number of grade schools.

—Mayor Congleton, in adhering to his criticism of the Newark, N. J., school board for asking appropriations in advance of beginning construction projects, has taken issue with Director Howe of the department of revenue and finance.

Mr. Howe declared that the school board really was saving Newark money through the plan, because other city departments could borrow from the school, money on hand from permanent bonds rather than float temporary bond issues at a higher interest rate.

The mayor held that the city actually lost money by issuing permanent school bonds too far ahead and having to pay interest on them. He pointed out that the bond market was such that Newark had been compelled to sell permanent bonds, and had to offer an interest rate higher than four and a half per cent. The last sale of permanent bonds, he said, was the accumulation of two years because of unstable market conditions.

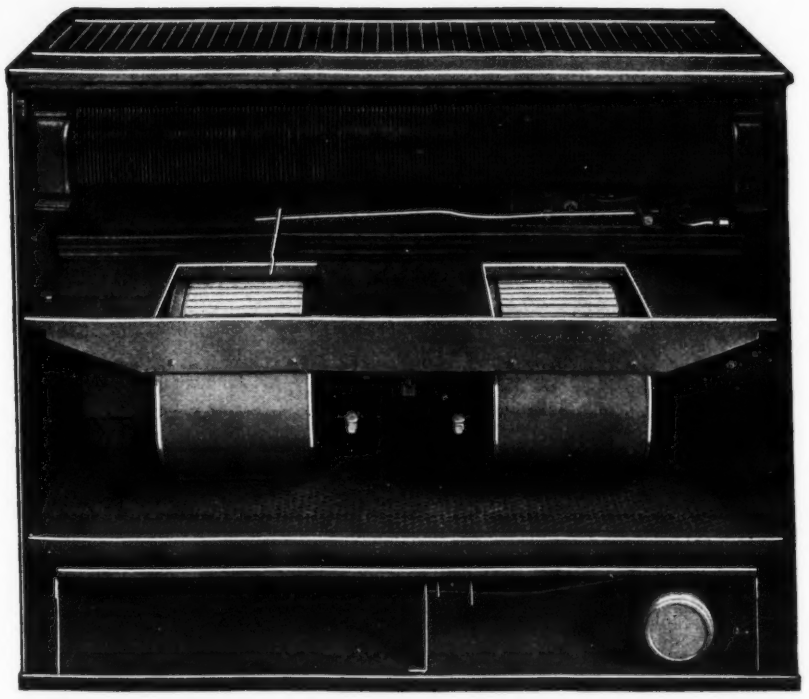
Bearing out the mayor's contention, the acting city auditor showed that many school-building projects had been delayed more than a year, while money appropriated for the work was lying in open accounts.

—The citizens of Dewitt, Mich., recently defeated a proposed bond issue of $20,000 for an addition to the school building.

—Midlothian, Ill. By a vote of 288 to 132, the citizens recently approved a bond issue of $100,000 for improvements to the school plant. It is estimated the school taxes for the district will be increased about one and one half per cent on the assessed valuation.

—Louisville, Ky. The school board and the city officials have taken up the matter of a proposed bond issue of $5,000,000 for school-building purposes. Following the submission of a list of the proposed new building projects, the mayor suggested that the bond issue be reduced and a new schedule prepared to take care of the immediate needs.

(Continued on Page 139)



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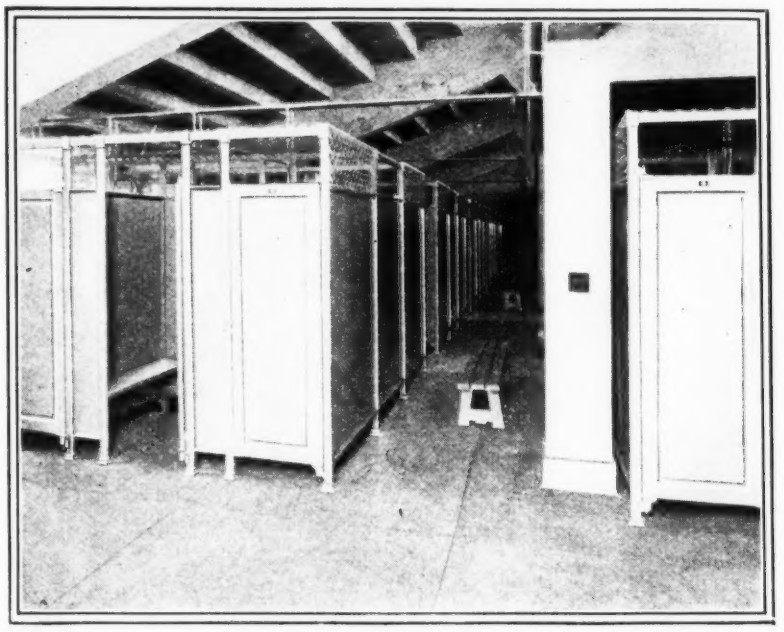
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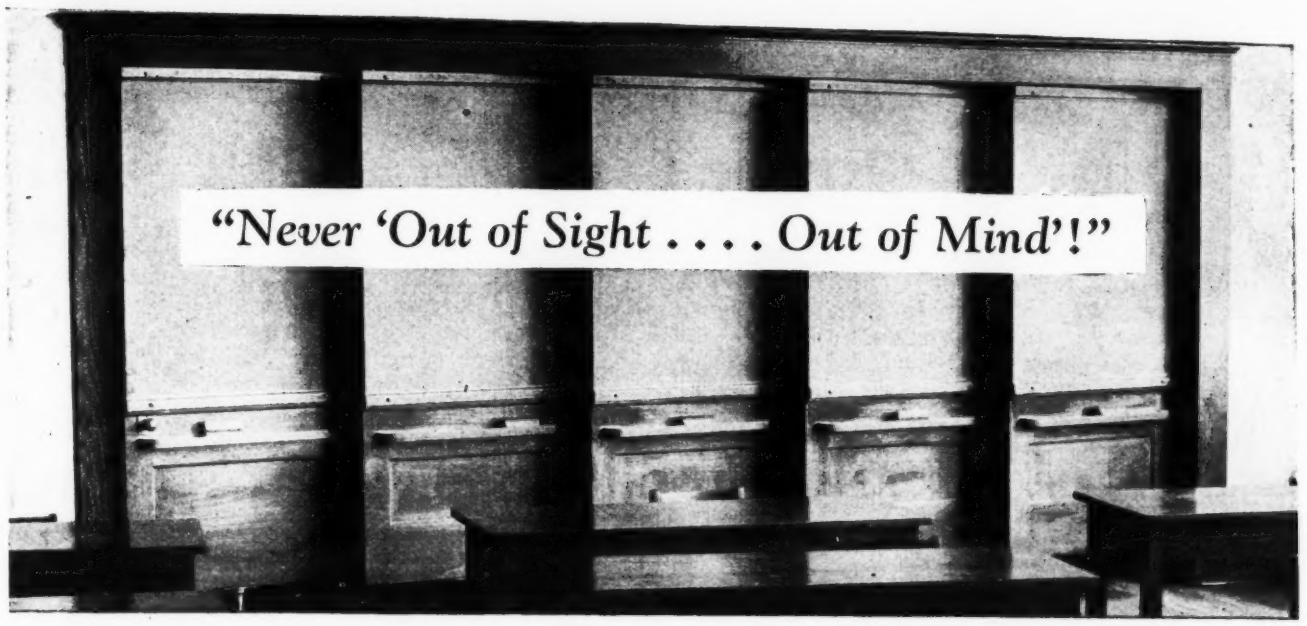
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(continued from Page 136)

—New York, N. Y. The board of education has authorized an expenditure of $1,685,919 for school purposes, new buildings, mechanical equipment, and sites in the boroughs of Brooklyn and Queens. Of the total amount, $1,450,307 was for the award of contracts for five new schools, four in Brooklyn and Queens, and for the mechanical equipment of a fifth school in Queens. The board has also approved an appropriation of $192,177 for a site for a building.

—Superintendent of Buildings Walter C. Martin of New York City, in a recent report, shows that 56 school-building projects containing a total of 79,755 sittings, are now under construction, of which twelve structures with a total of 12,020 sittings were ready for occupancy by pupils on September 1. In addition, plans are in preparation for twenty-five buildings, with a total of 38,829 sittings.

Two further structures will be opened shortly after the beginning of the term. The new section of the Richmond Hill High School will be ready on September 11, and the new Public School 200, Brooklyn, on September 14.

Of the new schools for which plans are in preparation, five with a total of 14,652 sittings are high and special schools, and twenty, with 24,177 sittings, are elementary schools.

—The new west side high school to be erected at Madison, Wis., will cost $898,186, including equipment. The structure is to be completed August, 1930.

—Following a conference of Indiana state officials and the state attorney general, a ruling has been given in Indiana to the effect that annual rentals on holding company school buildings must not exceed six per cent of the amount of the bond issue. The conference and the ruling are the result of a conference over proposed holding company schools in Greene, Harris, and Union townships in St. Joseph county. It disposes of a controversy over the inclusion of the cost to the taxpayers of an underwriting fee charged for financing the loan, in addition to the regular interest rate. The attorney general and the state board of accounts are of the opinion that the fee cannot be legally paid as such.

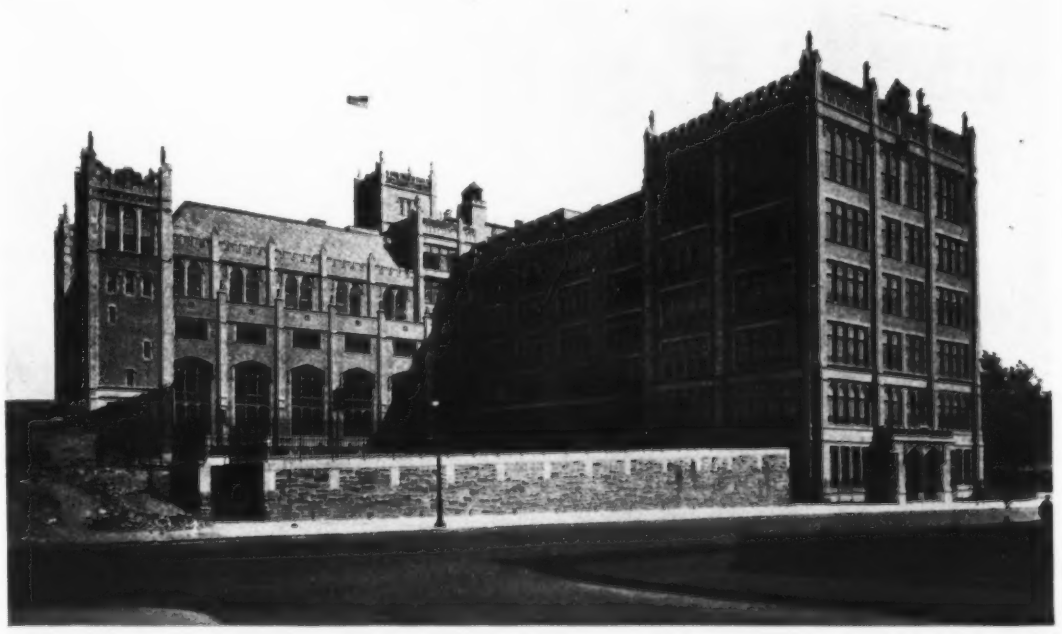
The ruling is expected to have a wide effect in the state in other counties where holding school projects are planned but which have been held up by the technicality. The building of such schools has been provided for in a new law which permits holding companies to erect schools, and then rent them to townships with the understanding that the rental applies on the purchase by the township of the property involved, in a manner similar to the execution of common land contracts. The charging of an underwriting fee has been regarded as legal in private business, but no provision was made for it under the new law.

—Houston, Tex. The school board is completing an extensive school-building program which was made possible by a bond issue of $4,000,000 voted by the citizens more than a year ago. The board has received bids for the construction work on three elementary schools, and for the remodeling of three further buildings.

—South St. Paul, Minn. On September 1, the board of education has completed three fourths of the new $500,000 school-building program authorized a year ago last May.

During the last half of the school year, two projects, comprising four-room additions to two of the elementary schools, were completed at a total cost of $105,000. On September 1, the new Washington grade school was occupied for the first time. This building which has eleven classrooms, in addition to an auditorium, gymnasium, and kitchen, was completed at a cost of $125,000. A new high-school unit was also completed at that time, at a cost of $140,000.

The school board will shortly proceed with plans for the auditorium, which is the final project in

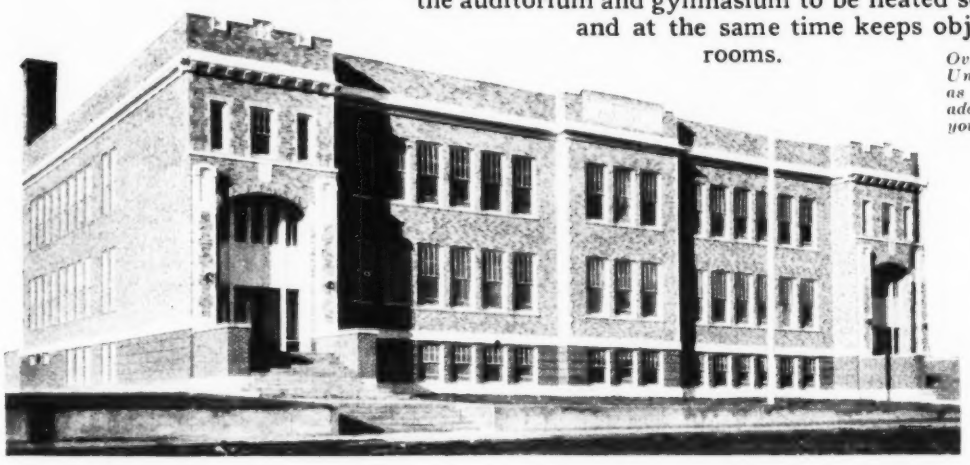


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the building program. This auditorium which will seat 1,200 persons and will include space for a modern cafeteria, will be completed at a cost of $125,000. In addition to the building program, the board has completed a rather extensive repair and improvement program which places the school plant in excellent shape.

—St. Joseph, Mo. The citizens recently voted a school-bond issue of $2,180,000, which is to be expended for school-building purposes, to include a senior high school, six junior high schools, and seven elementary schools.

The program of reconstruction is being carried out with the cooperation of Mr. J. S. Lucas, president of the school board, and Mr. F. H. Barbee, superintendent of schools. When completed, St. Joseph will have one of the best school plants in the Middle West.

—Alexandria, Minn. A concrete stadium has been completed on one side of the school athletic field. The stadium has a capacity of 700 and was completed at a cost of $4,000. A large part of the money for the building was the gift of the graduating classes of the high school.

—Duluth, Minn. The citizens, at a recent school-bond election, approved a bond issue of $350,000 for the building, repairing, remodeling, and furnishing of schoolhouses and for installing heating, ventilating, and plumbing plants in the schools. The bonds which will be placed on sale, will bear interest at the rate of 5½ per cent, payable semi-annually. The bonds will mature at the rate of $35,000 in August, 1930 and each year thereafter up to and including the first day of August, 1939.

—Cleveland, Ohio. The school board has been asked to approve a school-building program amounting to $300,000 and a proposed bond issue of $1,000,000. The bond-issue proposition will be presented to the voters of the city for approval at the November election.

—Marysville, Ohio. The voters will be asked to approve a bond issue for a new high school at the November election.

—The Pennsylvania state department of internal affairs has approved a bond issue of $40,000 for an addition to the high school in Youngwood, Westmoreland county.

—Wewoka, Okla. The school board will expend $30,000 for the erection of a new grade school and improvements to another school.

—Duluth, Minn. The citizens recently approved a school-bond issue of $350,000 for the erection of a school building and additions to two existing schools.

—Kansas City, Mo. The citizens will be asked to approve a five-million-dollar school-bond issue for new schools at a special election on October 19. The school board has taken steps to prepare publicity literature dealing with the principal building needs of the schools.

—The citizens of Flathead county, Montana, will be asked to approve a school-bond issue of $70,000 for the use of high schools in Kalispell, Whitefish, and Columbia Falls.

—Washington, D. C. Following a special report on portable buildings, the municipal architect has recommended that a number of portable school buildings be abandoned for further use for the reason that they are unsafe. In a report based on a month's study, the architect's office declared that while half of the portables are in fairly good condition, at least 70 to 75 show deterioration from moving. It was decided to abandon the buildings when their usefulness in their present location is gone. The committee, in its report, declared that all of the portables of the A and B types show evidences of deterioration, while the C types are in fairly good condition.

—The school district of Kalispell, Mont., recently conducted a sale of school bonds in the amount of $98,000. The proceeds of the bonds will be used for the erection of a grade school and the repair of two further buildings.

—Clyde, Tex. The school board has called an election to vote bonds for the erection of a new school.

—Navasota, Tex. The school board has sold $130,000 in school bonds to a bond house in Austin. The proceeds of the bonds will be used for the erection of a school and the repairing of another building.

—The school board of Springfield, Mo., will begin construction work on the elementary schools to be erected under the $1,500,000 school-bond issue. Considerable time has been devoted to the general plan for the typical school building, which is in charge of Mr. William B. Ittner of St. Louis, Mo.

—Tiffin, Ohio. The school board has adopted an extensive school-building program involving an expenditure of $275,000. The program provides for the erection of a new grade school, and the remodeling and enlargement of the Columbian High School.

—Blair, Nebr. The school district is erecting an addition for the high school, which is to cost approximately $150,000. The addition which is two stories high, will house the senior high school, and will contain a library and several special departments. The old building is being remodeled for use as a junior high school.

—The school board of St. Joseph, Mo., on Aug. 10, held a sale of its school bonds amounting to $500,000. The bonds were dated Feb. 1, 1929 and bear interest at four per cent.

—McLean, Tex. By a vote of 106 to 56, the voters recently approved a bond issue of $20,000 for the erection of a new school.

—Sagerton, Tex. The citizens recently approved a bond issue of $32,000 for the erection of a new school.

—The board of education of Youngstown, Ohio, has approved a school-building program costing approximately $3,360,000. The program was proposed by Superintendent J. J. Richeson. Four grade schools, two junior, and one senior high school are included in the program.

—The voters at Lebanon, Ohio, recently approved a bond issue of $250,000 for a new high school.

—Toddville, N. Y. The voters have approved a proposition to erect a new school, to cost $100,000.

—The school district of Abington township, Pa., has awarded a contract for a junior high school, to cost $300,000. Plans have been completed for an elementary school, to be erected at a cost of $75,000.

—Compton, Calif. The voters of the union high school district have approved a bond issue of $675,000 for the erection of five junior high schools.

—The voters of Alabama City, Ala., have approved a bond issue of $100,000 to be expended in the erection of a high school and improvements to the grammar school.

—Sharon, Pa. The school district closed the year with a balance on hand of $230,207. Bonds in the amount of $139,000 have been redeemed, leaving a balance of $125,526 at the end of the year. The assets of the district exceed the liabilities by $859,978. The school tax levy for the year amounted to 23 mills.

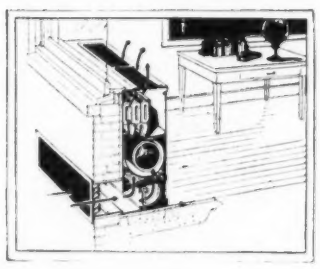
—Manhattan, Kans. The school board has set the tax levy for maintenance of the city schools at sixteen mills for the school year 1929–30. The levy provides 2¼ mills for bond and sinking fund, .2 mills for floating indebtedness, and 13.55 mills for the general fund.



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SCHOOL FINANCE AND TAXATION

EXPENDITURES FOR SCHOOLS IN NORTH CAROLINA

The North Carolina state education department has issued a report in which it shows the total expenditures for the elementary and high schools of the state during the year 1927–28. The study shows that a total of $35,655,440 was spent during 1927–28, and $36,701,501 in 1926–27, which is a reduction of more than a million dollars from that of 1926–27.

The explanation of the decrease is the fact that more than two million dollars less were spent for capital outlay purposes—new buildings, sites, and equipment. In 1926–27, more than eleven million dollars were paid out for this class of expenditures, whereas in 1927–28, slightly more than nine million dollars were put into new buildings and equipment. The year 1927–28 marked the lowest point in capital expenditures since 1921–22, when the cost of new buildings erected and equipped slightly exceeded six million dollars.

The study brought out that the expenditures for current operation and maintenance of the schools during 1927–28 increased one million dollars over the preceding year. It cost twenty-six and a half million dollars to operate the elementary and secondary schools during 1927–28, whereas in 1926–27, twenty-five and a half million dollars did the job.

The past year showed the least amount and percentage of increase in expenditures for current school expense. In other words, the increase in current expense for schools was only four per cent last year, whereas the increase the year preceding was twelve per cent.

The past year showed a considerable falling off in the per cent of capital outlay expenditures, as compared with the preceding years. It marked the lowest point in this respect since 1920–21, when 24.4 per cent of the total expenditures were for capital outlay expenditures.

The average per capita cost for current expense based on school enrollment was $31.32 during 1927–28, or thirty cents more than the corresponding cost during 1926–27, and the least in amount and percentage since 1915–16.

In the summary of all county and city systems, it was shown that the per capita cost for the two years, there was an increase of 47 cents in rural systems and a decrease of $2.99 in city systems. Both the two larger groups of cities show decreases in per capita current expenditures, whereas in group two there was a slight increase.

In 1926–27 the annual rural cost was $26.25, while the city cost was $44.22. In 1927–28 the per capita cost in rural and city systems was $27.02, and $43.98 in each respective group of cities. There was a difference of $17.67 between the two groups during 1926–27, and $16.96 during 1927–28.

Asheville showed the largest per capita expenditure among the large cities. The range in the group of eight cities was from $65.36 in Asheville, to $40.88 in Wilmington. The largest per pupil cost in the second group of cities was $51.88 in Salisbury. The lowest cost was in Rocky Mount, which spends an average of $33.07 for each pupil enrolled.

One half of the larger city systems, seven of the ten second six cities, and five of the sixteen of group III cities, show a decrease in the annual current operating school costs.

COST OF INSTRUCTION INCREASES IN NEW YORK CITY

The statistics division of the New York City Bureau of Finance has issued a report in which it shows that the city spent $147,848,700 in 1928 to provide elementary, junior high, secondary, and training-school instruction to its 1,000,000 children. The larger share of the city's expenditure went for teachers' salaries, which totaled $102,520,102. This included the instructors' share of the $14,000,000 pay increase granted by the state to all employees of the board. The ordinary cost of operating the schools for the year amounted to $123,294,268, which is $16,000,000 more than in 1927, and nearly $19,000,000 more than in 1926. The total cost of the school activities showed a decline from that of 1924, which was the peak year for new building construction. Sites, buildings, and equipment cost $59,542,889 in 1924.

Considering all phases of school expense, the total of $147,848,700 for 1928 is smaller by nearly $10,000,000 than the record total for 1924, but larger by more than $22,000,000 than the 1927 figure, and by more than $25,000,000 than the corresponding expense for 1926.

It was found that the cost of instruction proper had risen not only in absolute figures, but also in relation to the other disbursements of the school system. In 1924, $82,580,396, or 84.5 per cent of the total school budget, went for teachers' salaries and supplies, while in 1928 the pay envelopes absorbed a large per cent of the total outlay for the year.

The total value of the school plant was more than $378,695, an increase of nearly seven per cent above the value of a year previous, representing new buildings and sites.

An idea of the growth of the school plant and the rise in real estate values may be gained when it is shown that in 1908, the value of the sites, buildings, and equipment was $122,817,516, while in 1928, the value was more than three times that of 1908.

Taking into account the cost of instruction, covering salaries and school supplies. It is shown that it cost the city $96.16 to teach each elementary or junior-high-school student in 1928, an increase of $14.25 over the corresponding expense for 1924. The hourly cost of instruction, based on the aggregate number of hours of attendance, was $0.10645.

APPORTIONMENT OF SCHOOL MONEYS IN NEW JERSEY

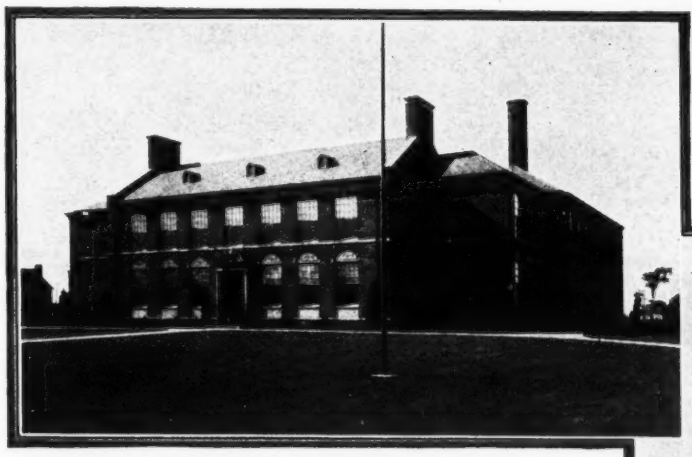
The state education department of New Jersey has issued a report showing the apportionment of school moneys during the school year 1929–30. According to the report, the state will distribute to the counties and local school districts a total of $19,889,461, which is an increase of $1,660,780, or 9.1 per cent over that for 1928–29. The total distribution for all counties amounts to $19,889,461, to which is added the interest on the surplus revenue of $26,091 shared by certain counties, which equals a grand total of $19,915,552 as state support to the counties and local school districts.

The state school tax, according to the report, has increased from $11,352,924 in 1924, to $17,187,854 in 1929. This is an increase of $5,834,930, or 51.4 per cent for the 5-year period. The valuation of the 1928 ratables was $6,250,129,030, which will raise $17,187,854 in tax at a rate of 2¾ mills. The tax in 1929 increased over that of 1928 by $1,129,042, or 7.0 per cent.

In a comparative study of the state school tax for 1929 and 1928, it was shown that 7 counties had increases of more than 10 per cent over that of 1928, and in 1928 there were two counties with increases of more than 10 per cent over that of 1927. In 1929 there were 9 counties with smaller increases in state school tax than in 1928. Of the other 9

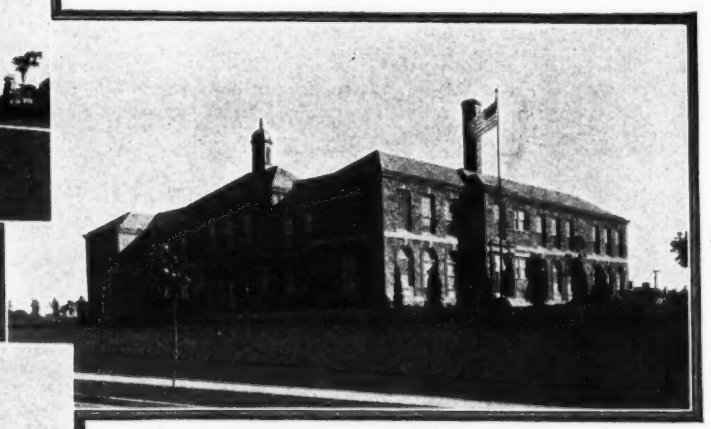
(Concluded on Page 144)

BUCKEYE Heatovent



Ludlow School, Shaker Heights, O.
Architects, Schneider & Hirschfeld, Cleveland, O.
Heating Contractor, Feldman Bros., Cleveland, O.

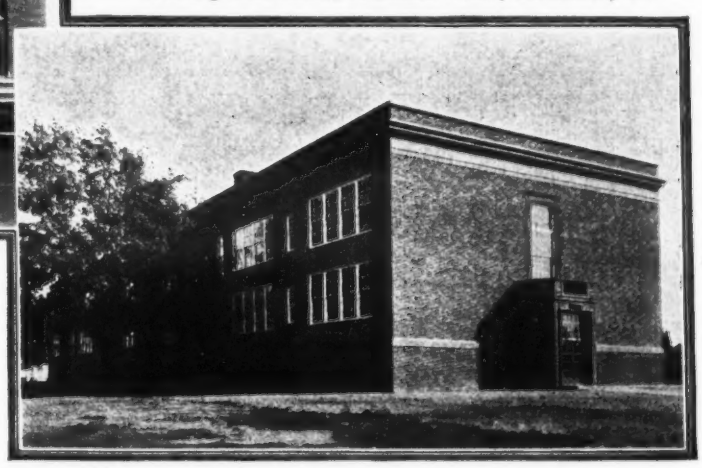
Shaker Heights and Lakewood, Ohio show their preference for BUCKEYE Heatovent Ventilation.



Malvern School, Shaker Heights, O.
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Heating Contractor, Huffman-Wolfe, Columbus, O.



Hayes School, Lakewood, O.
Architects, Howell & Thomas, Cleveland, O.
Heating Contractors, The Chappell-Warren Co., Cleveland, O.



Roosevelt School, Lakewood, O.
Architects, Howell & Thomas, Cleveland, O.
Heating Contractors, The Chappell-Warren Co., Cleveland, O.

THESE fine school buildings are typical of hundreds of schools whose pupils and teaching staff are benefitting from **BUCKEYE Heatovent** ventilation.

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. . . to meet the modern demand

In outward appearance and in interior appointment, the up-to-date school takes its place with the finest of modern buildings.

To be in perfect harmony with beautiful interiors, "NONCO" plumbing fixtures have been designed by master craftsmen—they are in themselves, things of beauty.

Whether you are contemplating a new building or are modernizing one of the older schools, you will want to know about the famous "NONCO" units which combine utility with good looks. You will want to investigate their record of almost a half century of faithful school service, and you will want to see for yourself how *really beautiful* they are.

The "NONCO" unit number 4392N, pictured at the left, is a porcelain enameled iron pedestal fountain in glistening white with graceful rounded contour and dignified simplicity of design which makes it seem at home in almost any environment. The pressure regulator and all other plumbing is concealed from view. The self-closing bubbler valve is actuated by a graceful nickel or chromium plated lever handle. The bubbler itself is of vitreous china.

N. O. NELSON MFG. CO.

Pioneer Manufacturers of Plumbing Fixtures for Schools

ST. LOUIS, MISSOURI

(Concluded from Page 142)

counties showing less gain, 6 were receiving counties from the reserve fund. For the state as a whole, the increase of 1929 tax was 7.0 per cent over that of 1928, while that of 1928 was 6.1 per cent over that of 1927.

The total days' attendance increased by 2,267,459 days over that of the school year ending June 30, 1927.

LARGE BUDGET FOR SAN FRANCISCO SCHOOLS

The 1929–30 budget of the board of education of San Francisco amounts to $10,778,179 as compared with $10,491,138 last year, an increase of $297,041.

Statements of the school needs of the city were filed recently with the board of supervisors and were immediately met with the criticism that they violated a promise that this budget would not be more than $100,000 above that of last year. No increase in the tax rate will be necessary, however, it was stated.

To this the board of education replied that it had promised only that the amount to be raised by taxation would show an increase of less than $100,000. Superintendent J. M. Gwinn, in a letter accompanying the budget, pointed out that it might be necessary to increase the total by about $800,000 for additional salaries.

Increases, Gwinn said, might be recommended by the Citizens' Salary Committee, now investigating pay of teachers. The board of supervisors, he pointed out, was considering a standardization of city salaries, which might increase the pay of employees. There was also, he noted, a suit pending by teachers for back salaries, which, if successful, would require the payment of about $600,000.

The budget total includes $8,668,179 for operation of the schools and $2,100,000 for new buildings and maintenance. Of this sum, $8,620,683 must be raised by taxation. The balance will come from state and federal aid.

FINANCE AND TAXATION

—Twin Falls, Idaho. The financial report for the year ending June 30, shows a total operating cost of $309,759 for the year 1928–29. Of this amount, $59,682 was in the form of cash on hand, leaving $250,077 as cash disbursements during the year. The cash on hand was twice the amount on hand for June 30, 1928, that figure being $29,899.

Of the $279,860 in cash receipts for the fiscal year, the largest single amount was $169,272 in the form of current taxes. The warrants outstanding in June, 1928, were $56,267, and in June, 1929, they were $42,837. The total interest on bonds was $22,595, and the sinking fund requirements amounted to $46,000.

The assets include $734,538 for buildings and grounds, and $88,650 for furniture, fixtures, and equipment. The liabilities are $402,000 for bonds payable, and $421,188 are listed as surplus.

—Palmyra, N. Y. The school district has taken steps to raise $43,830 through taxation for the operating expenses of the schools. The total expenditures amount to $88,568 and the total receipts will reach $44,739. The largest item is $48,550 for instruction purposes.

—New York, N. Y. The school board will shortly receive a grant of approximately $43,000,000 from the state as aid in meeting the rapidly mounting school budget. The state aid fund is $3,500,000 more than was granted last year. The sum includes the last of the three-year increases of $3,500,000 a year, made available from the state-aid plan devised by the Friedsom commission and will be used to finance the larger annual increases operative under the new salary schedules of the board.

—Ft. Wayne, Ind. The Wayne township advisory board has made arrangements for the expenditure of emergency appropriations totaling $8,000. The proposed emergency appropriations include $4,000 for the special fund, and $4,000 for the tuition fund.

—Sioux City, Iowa. The school board has adopted a budget, amounting to $1,884,525, which is an increase of $63,835 over that of last year. The appropriation for instruction purposes amounts to $1,113,980; the item of maintenance, $98,500; and the item of outlays, $296,800. The budget contains an appropriation of $150,000 for additions to grade-school buildings.

—Bath, N. Y. The school board has adopted a budget, amounting to $70,600 for the school year 1929–30, of which $27,000 will be raised by taxation.

—Cincinnati, Ohio. The city auditor and the secretary of the city bond improvement committee recently presented a schedule, reducing the total amount of the bond issues from $12,655,000 to $11,000,000, and the total amount to be expended in 1930 from $8,582,640 to $5,315,500. The board of education had requested $2,650,000 and the county $1,800,000. In the discussion concerning the reduced school program, Mr. John B. Hollister of the school board, pointed out that it would be impossible to postpone any longer the bond issue of $1,200,000 for the Walnut Hills High School, and the issue of $900,000 for the Oyler School. As these two projects will require most of the $2,650,000 which the school board proposes to spend during 1930, there will be but little prospect of a large reduction in the amount to be spent for new schools.

—The statistical division of the bureau of finance of the New York City school board has issued a report in which it shows that the city's education bill for 1928 was $147,848,700. This is the largest total since 1924, which was $10,000,000 more, and is $22,000,000 larger than the bill for 1927. The expense for 1926 was $25,000,000 less than that for 1928. The largest part of the expenditures on public education went for teachers' salaries, reaching a total of $102,520,102.

—Mr. Herbert N. Morrill, business manager of the school board of Grand Rapids, Mich., in a recent report, shows that there has been a decrease of 82 cents per capita in the total school operating costs, and a decrease of 19 cents in school instruction costs for 1928–29 over the preceding school year. The total operating costs per capita were $106.17 this year, instruction costing $80.48 and incidentals $25.69.

—Sault Ste. Marie, Mich. The school system has a bonded indebtedness of $363,000, according to a report of Supt. George G. Malcolm. During the past four years approximately $380,000 have been spent in the purchase of land for building sites, in remodeling the schools, and in the building of a new junior high school.

—Knoxville, Tenn. The school board is planning ways and means of reducing the school budget twenty per cent for the present year. The budget last year totaled $1,041,000.

—Farmington, Mich. The school board has voted to raise $12 per thousand, inclusive of the mill tax, or a tax rate of $11 per thousand, in addition to the mill tax. Last year the rate was $11.18 per thousand, including the mill tax. The present tax will raise $47,000, as compared with $44,000 last year.

—Rock Island, Ill. The school board has adopted a tax levy of $500,000 for the year 1929–30. Taxes collected under a similar levy, amounted to $472,000 in 1928.

—Omaha, Nebr. The school board has adopted a tax levy of 13 mills for school purposes for the next year. It is expected that the surplus will be increased another half million dollars, provided the 25-million-dollar increase in intangible tax values holds good.

UNIVERSAL HEATING AND VENTILATING UNITS



So-and-So says . . .

"Best by Test"

For several years we have been using various types of unit heating and ventilating devices, several of our own manufacture, operating first in an experimental way and later with permanent installations. We have found your system very satisfactory indeed, so much so that the same is being specified for all our new buildings.

We find the Universal Unit very satisfactory from the standpoint of economy of space, neatness in appearance and general satisfactory results in heating and ventilating.

WILLIAM WIRT, Supt. of Schools
Gary Public Schools,
Gary, Indiana

A Universal Friend, Indeed

I am well pleased with the Universal Unit Ventilation System which you have installed in the Stelton School two years ago.

As I am a teaching principal, I speak from actual experience. I happen also to be peculiarly susceptible to the ill effects of air which is stagnant, overheated or too dry.

Prior to the use of the Universal Unit I found it necessary to keep one or more windows open most of the time in my room in winter as well as in fall and spring.

I find that with the Universal Unit if directions for its management are accurately followed, we can have the advantages of moving moistened air without too greatly lowering the temperature in cold weather, and that its use makes life much more tolerable in hot weather.

I keep my desk as directly as possible in the current. Sometimes the janitor shuts off the motor while I am working there after school. Immediatly I feel a great lack. I also sorely miss the movement of the air about me when I sit down to work at home in the evening.

SUSAN M. FILLIPS, Principal
Stelton Schools,
Metuchen, N. J.

Excellent Satisfaction

I am glad to say that the Universal Unit Ventilation System is in use in two of our new schools and is giving excellent satisfaction.

DAVID A. WARD, Supt. of Schools
Wilmington Public Schools,
Wilmington, Delaware

Five Years of Satisfaction

Regarding your Universal Unit System which has been in use in our school for the last five years, we are pleased to state that we are very well satisfied with the service that these Units have given.

I think that the Units have had practically no attention other than the ordinary care in keeping them lubricated, etc.

HARRY R. MENSCH, Supervising Principal,
Milltown Public School,
Milltown, N. J.

Especially Pleased

We have the Universal Unit Ventilating System in our Junior High School, a building with 22 classrooms and auditorium. I have been especially pleased that the ventilating system in this building has met every test that the school has made upon it. Like most conveniences, a ventilating system serves best when it remains a part of the background. Teachers and pupils are getting the benefit of the system without any concern on their part.

Our two new elementary schools of 12 rooms each, also are provided with the Universal Unit Ventilating System.

GEORGE B. FINE, Supervising Principal
Pensauken Township Schools,
Pensauken, N. J.

Performance Under Difficulties

Your Unit Ventilating System was installed in two basement rooms which had to be turned into classrooms, each one of which has a door which leads to a toilet room. Even with these disadvantages the air is fresh and sweet at all times.

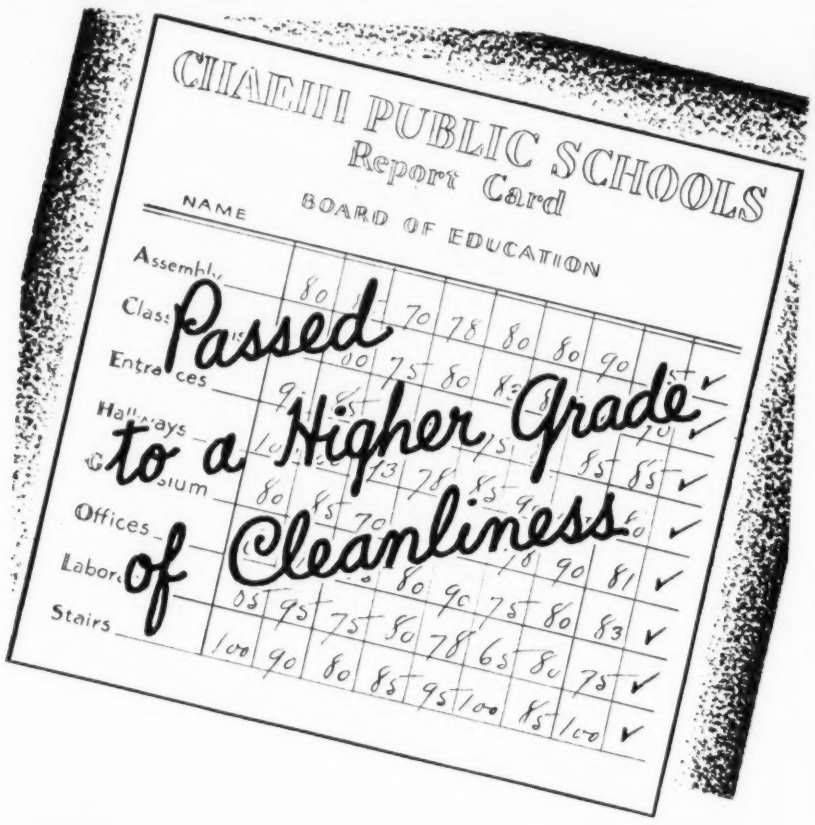
The system is a success and gives entire satisfaction.

CHARLES F. HOWARD, Supervising Principal
The Hygienic School Building,
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A FREE Book of 112 pages showing installations of Universal Units in all parts of the country will be sent you promptly upon request. Write for it today. (904)

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"Sirocco" VENTILATING, HEATING, AIR CONDITIONING, DRYING, MECHANICAL DRAFT
MANUFACTURERS OF ALL TYPES OF AIR HANDLING EQUIPMENT SINCE 1881



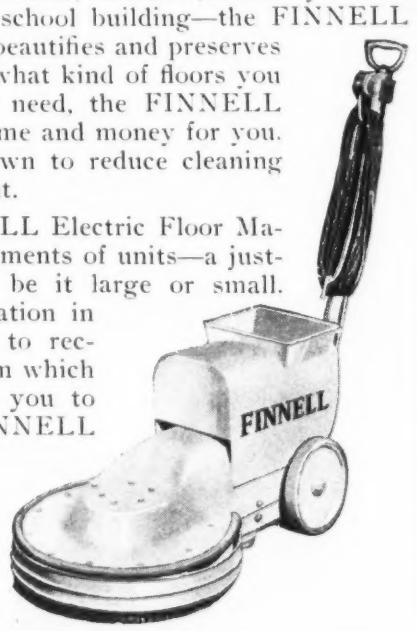
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NEW pupils entering. Old pupils moving ahead. School opens with advancement all along the line.

Does it also open with advancement in your floor cleaning methods?

Hand and knee or pole brush scrubbing, hand polishing, are as out-of-date as a pre-war geography. They are as great a drag on progress in maintenance as a room full of backward pupils would be to educational progress.

Let your floor cleaning methods keep pace with your teaching methods. Employ only the newest and best. Use the FINNELL electric way—the FINNELL SYSTEM of electric scrubbing, waxing and polishing. In class rooms, corridors, assembly rooms, lavatories—everywhere in the school building—the FINNELL Electric Floor Machine cleans, beautifies and preserves floors. It makes no difference what kind of floors you have, or what treatment they need, the FINNELL does better work—and saves time and money for you. The FINNELL has been known to reduce cleaning costs by as much as 60 per cent.



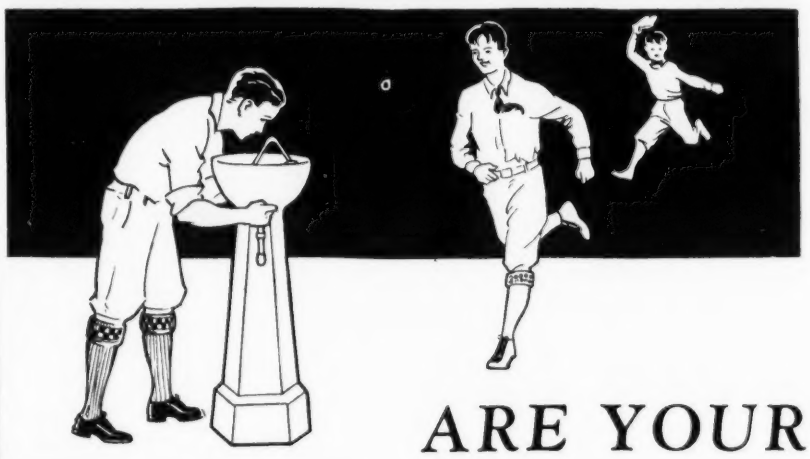
Eight models of the FINNELL Electric Floor Machine. Twenty various arrangements of units—a just-right system for any school, be it large or small. Without cost to you or obligation in any way we should be glad to recommend the FINNELL System which would be most profitable for you to use. Write us. Address FINNELL SYSTEM, INC., 809 East Street, Elkhart, Ind. (Factories Elkhart, Ind., Hannibal, Mo., and Ottawa, Ont., Canada. District offices in principal cities of U. S. A.)

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ELECTRIC FLOOR MACHINE

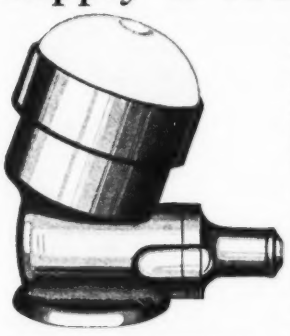
It Scrubs -- It Waxes -- It Polishes

DRINKING FOUNTAIN SPECIALISTS



ARE YOUR Drinking Fountains READY?

These youngsters need plenty of sanitary drinking water . . . and CENTURY FOUNTAINS supply it AT LEAST COST



The new CENTURY bubbler Head, with Automatic Stream Control. The sidestream bubbler head prevents water from the lips falling back on the bubbler.

There is still time to install new drinking fountain equipment for the coming school year, because we will give immediate attention to any orders on school models.

The new CENTURY Bubbler Head makes CENTURY Sanitary Drinking Fountains.... more than ever....the logical choice for school use. This bubbler head AUTOMATICALLY regulates the height of the stream and the volume of water used....*without waste of water.* Regardless of water pressure, the CENTURY stream remains the same in height....a convenient drinking mound is formed at just the right height above the bubbler for sanitary drinking, eliminating the necessity of the lips coming in contact with the bubbler in drinking.

The equalizing piston is positive prevention against water waste....it is 50 per cent more economical than other bubbler heads in conserving the cooled water supply. This means an important reduction in your drinking water costs.

You can install CENTURY Fountains with the complete assurance that they will give you long-lasting satisfaction. Their increasing use in schools throughout the nation is proof of the high regard in which school officials hold them.

The CENTURY Catalog completely illustrates and describes the fountains best suited for school use...WRITE FOR YOUR COPY.

CENTURY BRASS WORKS, INC.
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Century SANITARY DRINKING Fountains



Although built for permanent use, Togan Schools have the advantage of a construction which will permit exceptionally rapid erection, a feature of especial value where sudden congestion of class rooms must be quickly relieved. Yet in design, construction, and the long, satisfactory service they render, these schools are the equal of the finest in their class that money can buy.

Get the facts about Togan-built Schools. You will be pleasantly surprised at their moderate cost. Write today for complete catalogue.

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What Are Your School Problems?

WHETHER your needs are for a one, two, three, or four-room school, TOGAN will gladly assume the burden of solving your problems for you.

In fact, where Togan Schools are specified there is no longer a problem, since Togan engineers and planners have eliminated all guess-work and offer you in their product a school building which conforms even to the strictest state building laws.

School-Board News

STATE BOARD DEFEATED

A bill for the establishment of a state board of education for Wisconsin has been defeated in the state senate. The bill had been passed by the assembly by a large majority and provided that the state university, the state normal schools, and the entire public-school system be unified under a single controlling appointive board. It also provided that the state superintendent be an appointive officer and that he be, in fact, the head of a unified state educational system. The present defeat of the bill is the third consecutive failure of the project.

AMONG BOARDS OF EDUCATION

—The city council of Elkhart, Ind., has fixed the salaries of the several members of the board of education at $450 a year.

—The board of education at Fremont, Ohio, has purchased eight school busses for the Sandusky and Ballville schools. The busses are mounted on G. M. C. chassis with Fremont de Luxe school bodies, built by the Fremont Metal Body Company.

—Harold Lindahl is a member of the school board at Iron River, Mich., and at the same time the local representative of the International Harvester Company. The school board recently bought a bus from the company. Thereupon a citizen filed a petition with the Governor of the State asking for the removal of Lindahl because he was supposedly financially interested in the sale. Mr. Lindahl has given the assurance that he receives no commission and there the matter rests. The Iron Mountain News says: "The issue raised by Lindahl's act is an old one, and one that it appears impossible to get finally settled, perhaps for the reason that literal enforcement of the law would work out disadvantageously to the public about as often as it would work out to its advantage. Often it would prevent a board from making the best purchase, or striking the best bargain, open to it. In such cases the status is often ignored."

—The circuit court of Manitowoc county, Wis., in a recent decision given to the school board of Manitowoc, has ruled that the school-board officials did not abuse their authority in turning over the Third Ward school to the control of the vocational board. The decision holds that inasmuch as the city council in December, 1927 had approved the transfer, there could be no abuse of discretion on the part of the school board, unless there was abuse of discretion by the city council.

The court has, therefore, held that the school board had the legal power, with the consent of the common council, to transfer the Third Ward school to the vocational board and that its action in making the transfer was valid.

The decision settles a controversy which has continued for some years. It is proposed to transfer the Third Ward school to the vocational school in order to avoid the erection of a separate building, to eliminate duplication of equipment and teachers, and to reduce operating expense. The plan was opposed by certain citizens, who sought a permanent injunction.

—Scranton, Pa. The school board has cooperated with other municipalities in the fight against an increase in water rates by a water supply company. Although the board rejected three resolutions to contribute financial aid, the members adopted a resolution authorizing the solicitor to file a complaint. It was agreed that the members file a complaint with the public-service commission.

—Oshkosh, Wis. Under a new arrangement of the school board, teachers in the city schools will receive their salaries for the first month of the school year in two equal payments. It had been suggested by the teachers that it would be more convenient to receive the first payment after two weeks of school, rather than to wait the full month.

—Voters in the school district of Olin, Iowa, have asked for a court injunction to prevent the school board from entering into building contracts exceeding $110,000, which is the amount of the bond issue voted in 1926.

—St. Louis, Mo. The first step in the reorganization of the instruction department has been taken by the newly appointed superintendent, Mr. H. J. Gerling, with the appointment of three new assistant superintendents, Miss Lillie R. Ernest, Mr. T. E. Spencer, and Mr. J. L. Purdom. The appointments which change the number of assistant superintendents to five, or one less than formerly, have been approved.

—Dearborn, Mich. Consolidation of the five school districts of the city has been proposed by the school board. It appears that opinion has been divided on the question since the consolidation of Fordson and Dearborn six months ago. The five school districts at present are Fordson, with ten schools; No. 5 with one school; No. 7 with seven schools; No. 4 with one school; and No. 8 with three schools. A total of 12,438 children of school age reside in the five school districts.

—The school board of Beverly, Mass., has awarded a contract to a Boston firm for the installation of automatic sprinkler systems in the basements of four schools, at a cost of $4,899. It is planned to ask bids for similar systems in three additional schools of the city.

—Spokane, Wash. The school board has completed the enlargement of the secretary's office, at a cost of $1,800. The improvements included the removal of partitions and the enlargement of the office to include much of the ground hall space at the entrance to the building.

—The school board of Newton, Iowa, has raised the tuition rates for nonresident students. The tuition charges for students in the high school have been raised from $14 to $15 per month, and in the elementary schools from $27 to $36 per month. The cost of instruction this year will be approximately $4,500 greater than last year.

—The common council of Manitowoc, Wis., has appealed to the state supreme court from a decision of the circuit court, denying the issuance of an injunction to restrain the board from transferring a school building to the vocational school board.

—The board of education at Wichita, Kans., has recently paid the hospital costs of a boy injured in the manual training shop. The boy was severely hurt while working on a machine in the woodworking shop, necessitating his removal to the hospital. The family situation was such that the father of the boy could not afford to pay for the

Washrooms Become Lastingly Clean With This Permanent Drying Service

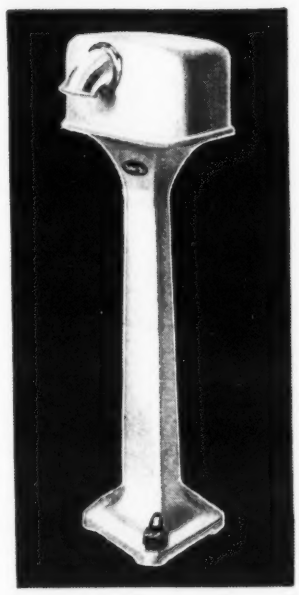
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Sani-Dri

"Dries Quicker Than A Towel"

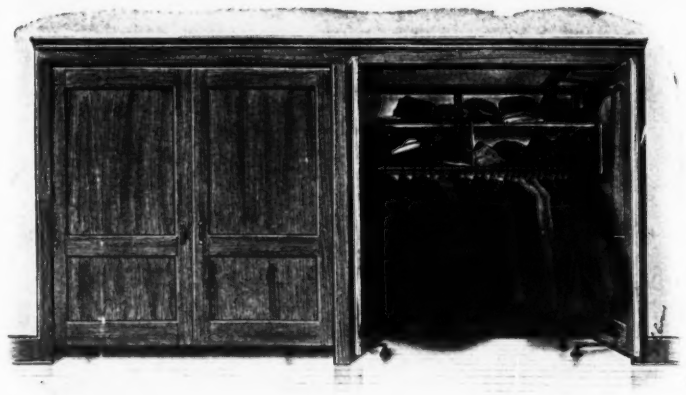
Lasting Sanitation and a Drying Service that is faster, more thorough, explains why more and more up-to-date schools are installing this modern service.

This new SANI-DRI dries quicker than a towel—Nature's way—**evaporation, speeded up.** It is mischief-proof, and with its lasting finish of genuine porcelain enamel is an attractive addition to any washroom. Eliminates unsanitary litter of soiled towels. Pays for itself by saving 60% to 90% of former towel costs. Write for the new booklet "12 Points of Perfection."



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This two-unit EVANS Vanishing Door Wardrobe holds 60 hangers

THIS is the EVANS Class R Class-Room Wardrobe, made in two six-foot units instead of the four-foot size usual with all built-in wardrobes of other makes. The space required, taken from the finished plaster line, is 12 feet wide, 2 feet 6 inches deep, and 6 feet 2 inches high, and the capacity is such that even if there are more girls than boys in the class, there is plenty of room to segregate their garments. Soundless, mischief-proof, operated at a touch, and astonishingly economical of space, EVANS Vanishing Door WARDROBES are being accepted as standard school equipment everywhere. May we send our architect's filing-size illustrated catalogue, with ALL the facts on ALL the types?

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VANISHING DOOR WARDROBES

hospital and medical expenses involved and the board of education found itself unable to assist. As a means of settling the matter it was suggested that the boy through his next friend, his father, bring suit against the board. It was felt that this would relieve the family situation and at the same time would protect the board against further claims when the boy became of age. A friendly action was brought in which the board of education acknowledged no liability and the attorney for the boy stated that there was none unless there might be a liability resting upon the teacher, who may have been in part responsible for the accident. In settlement the court awarded the boy the amount of the hospital costs and medical expense.

—Terre Haute, Ind. The school board has approved a recommendation of Supt. George C. Carroll, providing for a new plan of selecting janitors, which reduces the cost of maintenance. Under the new plan, janitors whose work has been satisfactory will hold their positions continuously from one season to another for an unlimited period of years. Terre Haute is the first city in the state to adopt the new plan of continuous service.

—The board of education of New York City, under a new plan for school-lunch service, has eliminated the serving of school lunches in elementary schools by concessionaires and has extended the school-lunch service under the supervision of the homemaking department. With the opening of the schools in September, five of these lunchrooms were transferred to the homemaking department.

The action is part of a two-year program of reorganization of the school-lunch service instituted by Supt. John E. Wade and approved by the board of superintendents and the school budget committee. During the school year which ended in June, new lunch centers were opened in three schools in Manhattan, and special equipment was provided in three in Manhattan and one in the Bronx. In all, 29 lunch centers were placed in operation.

It is planned to operate the standard hot-lunch service in five schools and a sandwich and milk service temporarily in others. A new center with kitchens and tables and fixed equipment has been opened in four schools in Manhattan, Brooklyn, and the Bronx.

It is estimated that the total cost of the two-year program will be $22,096. The surplus from school lunches now being used to establish new centers will, when the new centers are in use, be devoted to the reduction of overhead charges carried in the budget.

—Proctor, Minn. With the reorganization of the school board, the committee method of operation has been introduced. The plan which became effective immediately, provides for five committee groups, to handle the departments of finance, purchasing, transportation, teachers, and buildings, grounds, and janitors.

—Prairie du Chien, Wis. The city may be forced to pay the salaries of two superintendents for the next year, following the action of the newly elected board of education in employing Mr. B. A. Kennedy of Omaha, as school superintendent. The old board, before going out of office, employed Mr. A. O. Eagan, the incumbent superintendent, for a period of three years. Ordinarily, the city superintendent, who also acts as high-school principal, was hired on a one-year contract.

—Galion, Ohio. The local police department and the school board have taken action warning against the practice of hazing preceding the opening of school. Students have been asked not to carry on the practice because it is in violation of a state law. The school board has warned students that any action coming under its authority will be dealt with severely.

—Mrs. H. E. Kilgore, president-elect of the board of education of Minneapolis, Minn., has announced her administrative policy. She supports vocational schools, believes in a scientific and adequate salary schedule, and urges a definite understanding regarding the acceptance of bids by nonresident bidders. She did not touch upon professional matters on the assumption that these are within the province of Carroll R. Reed, the new superintendent.

—The school board of Madison, Wis., has appointed a committee to work with Supt. R. W. Bardwell in redefining the functions of the school board.

—The taxpayers of Noblesville, Ind., have filed a suit in court asking for an injunction to restrain the state officials from condemning the school buildings. The property owners contend that, with some repairs, all of the buildings may be rehabilitated and made useful for a number of years.

—Supt. H. H. Eelkema of Mankato, Minn., has presented recommendations to the school board providing for a revision of the school by-laws and the elimination of the three standing committees. Mr. Eelkema pointed out that the plan would place the responsibility upon those who should be responsible and would make it possible for each member to fully inform himself upon all matters under consideration. The standing committees now in existence are the committees on finance and accounts, property and expense, schools, and textbooks.

—Madison, Wis. The school board has ruled that tuition fees must be paid in advance, or arrangements made for their remission preceding the child's enrollment. In the past, a period of ten days was allowed for payment following enrollment, with the result that the board has had difficulty in collecting fees because of repeated postponements. It was pointed out that the dropping of a child for nonpayment of tuition is more humiliating than to deny him admission in the first place. It was found that a large amount of time is consumed in attempting to collect delinquent tuitions from parents living outside the city.

—Suit has been filed in court by Gilbert Morgan for the village school board of Brecksville, Ohio, as the latest move in the controversy over the building of a high-school addition. The suit is to recover $309 alleged by the board to have been incurred in the hearing of an injunction suit to stop the erection of a new structure on Highland Drive. The court will conduct a hearing in the suit of George Bach to stop the construction work on the ground that the granting of a life lease of the property is illegal.

—Toledo, Ohio. The largest single downtown real estate deal in years was consummated recently with the sale of the Woodward, or old Central High School property, to a local realty company for $1,000,000. The high school moved from the property to a new building last year, and the old buildings have housed the vocational schools since that time.

The property is regarded as one of the most valuable properties for development in the business section because of its central location and its frontage on four streets. It was deeded to the city September 1, 1853, by Frederick Bissell, who gave a quit claim deed, holding the property in trust with the city.

—Louisville, Ky. The board of education has recently carried out an extensive school-building program, which has been completed at a cost of $5,000,000. The board will ask the city for authority to spend $2,000,000 for additional projects in connection with the program.

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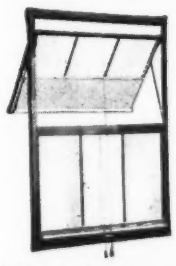
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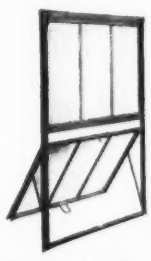
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Upper sash closed -- lower sash open.

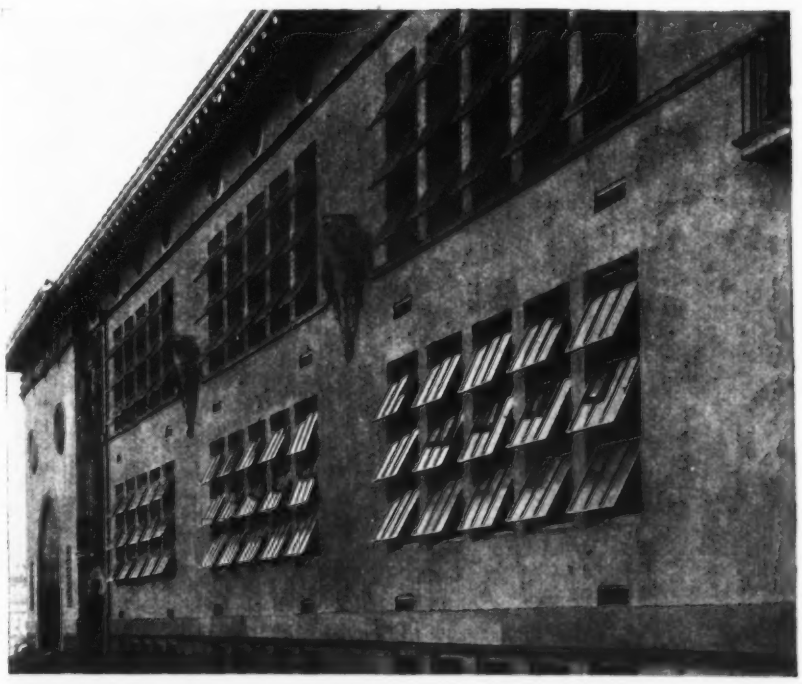
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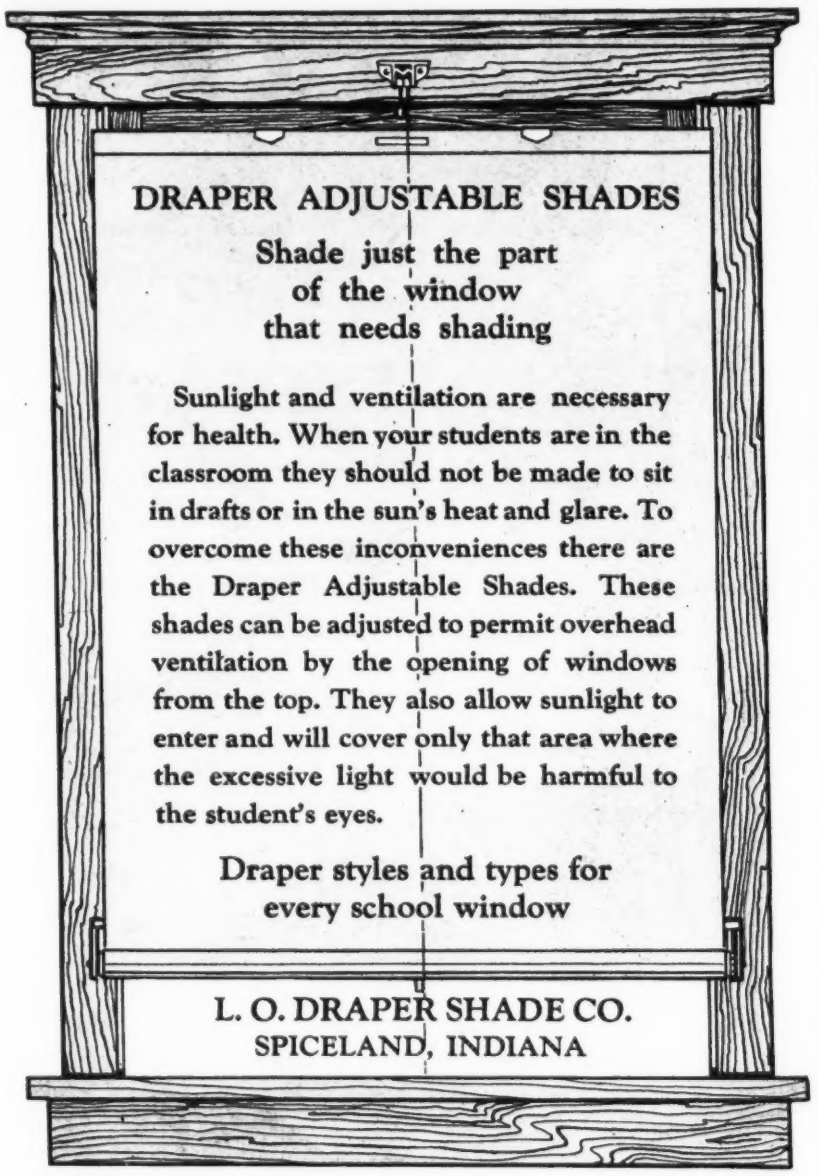
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THE SCOPE OF COUNTY LIBRARY SERVICE IN RURAL SCHOOLS

The extent to which county libraries in the United States are serving the rural schools in each of their respective counties varies greatly, according to the results of a study recently conducted by the U. S. Bureau of Education.

It was found that the limited service of many county libraries to rural schools is due to insufficient appropriations to carry on the work satisfactorily. Approximately 35 per cent of the county libraries furnishing data for the bureau's study reported appropriations of less than $2,500 for the school year 1927–28. The minimum appropriation was $50, the median $5,568, and the maximum $171,961.

Efficient county libraries not only make possible increased reading matter for schools, but provide in addition the services of trained librarians. Seventy-six county libraries report the employment of one or more persons to give full or part-time to school library activities. The duties of these officials are many and varied. One of these is to travel from school to school in automobiles with stocks of books and other material appropriate for children. During these visits to schools, teachers and children select such books as they wish from the automobiles, and the librarians collect the books read, tell the children something about the books selected, and advise teachers relative to books and other material in the libraries for supplementing the subject matter of the textbooks.

Considerable material other than books is loaned to the rural schools by the county libraries. Among the material are magazines, pictures, maps, globes, phonograph records, music, visual aids, and lantern slides.

ADMINISTRATION NOTES

—Wellesley, Mass. Under a new plan of administration, the admission of new pupils to the kindergarten is determined upon the results of intelligence tests. The children tested are largely those slightly under the admission age of 4 years and 8 months, for whom admission has been requested. Under the plan, the children are again tested within a period of one year for admission to the first grade, where there appears some doubt as to the advisability of promoting the child to the next grade.

—A new school transportation law, enacted by the 1929 legislature of the State of Oregon, has just gone into effect. One of the features of the law is its distinction in the manner of defraying the transportation expenses between high-school and grade-school students.

In the case of the high-school students, the law provides that the school district receiving them into its schools, must provide transportation and pay the cost of operation. The high-school tuition fund of the county must reimburse the district for its expense at a rate fixed by the county district boundary board, which it is expected will equal the exact cost of the service. In making the high-school tuition fund levy, the county budget board is required to take notice of the transportation charges of the districts giving transportation service and to provide revenue to meet them.

Where grade-school students are transported from one district to another, the tuition and transportation charge must be paid by the parents, or if the district votes to levy a tax for the purpose out of the district fund.

—The largest high school in the world will be the New Utrecht at Brooklyn, N. Y. It will house 8,600 students. Four other high schools will have over 7,000 students—De Witt Clinton in the Bronx with 7,828; James Monroe, also in the Bronx, with 7,410; James Madison, in Brooklyn, with 7,293, and Theodore Roosevelt, in the Bronx, with 7,036.

—The school authorities of Duluth, Minn., are making an effort to secure a special 5 cent street car fare for the school children of the city.

—Hot Springs, Ark. The school board has been asked to approve an arrangement for classifying under a blanket policy, the various insurance policies the board holds, together with new policies which may be taken. The total amount of the insurance involved is $704,000. The blanket policy is so arranged that in the event of loss, all companies participating in the policy will contribute to the refund.

—The school board of Webster City, Iowa, has purchased four sets of stereographs and slides, four lanterns, and cabinets. The equipment provides one set for each of the four elementary schools, which will assist in the development of the program of visual education. Some additional equipment for the junior high school has also been purchased. An excellent motion-picture machine has been purchased by the local parent-teacher association, at a cost of $1,400.

—Galena, Kans. For the first time in 25 years, the school board has reported all outstanding indebtedness paid and the placing of the schools on a cash basis. In addition to the payment of all debts, the board has conducted an extensive program of repairs for the several school buildings.

The Galena school plant comprises four grade schools, a junior high school, and a senior high school. The school board is composed of these members: Mrs. Ward Pinson, president; Mr. L. W. Murphy, Mr. T. C. Semter, Mr. Ralph Baker, Mr. Frank Rohrbaugh, and Mr. Frank Speck.

—Osceola, Iowa. Upon the recommendation of Supt. A. W. Crane, the school board has established an opportunity school for pupils unable to do the work of the regular school. The school opened on September 1, with nineteen pupils, in charge of a special instructor.

IMPORTANT SCHOOL-BOND SALES
During the Month of July, 1929

California, Los Angeles Co., Compton Union High School District	$ 450,000
Connecticut, Hartford, Second North School District	300,000
Connecticut, Norwalk, School	450,000
Georgia, Atlanta, School	1,278,000
Louisiana, Monroe, School	600,000
Maryland, Worcester Co., Public School	300 000
Massachusetts, Woburn, School	400,000
Michigan, Calumet, School District	300,000
Michigan, East Detroit, School District	300,000
Michigan, Ferndale, School District	300,000
Michigan, Ypsilanti, School District	347,000
New Jersey, Cliffside Park, School District	321,000
New Jersey, Plainfield, School	537,000
New York, Dewitt, Union Free School District No. 5	260,000
New York, New York, School Construction	5,585 000
New York, Ossining, Union Free School District No. 1	340,000
North Carolina, Durham, School Dist.	250,000
Texas, San Antonio, Independent School District	1,700,000
Virginia, Richmond, School	400,000
West Virginia, Charleston, Independent School District	750,000



What a Chicago Golf Club learned about subdrainage

Frequent complaints from the members of a Golf Club near Chicago led to an investigation of why their fairways were slow to drain after rains. It was found that subdrainage was inadequate. That repairs were too frequent. That the ancient and royal game was being interfered with by that all too often appearance of men with shovels.

What to do?

Somebody suggested looking into the possibilities of Armco Perforated Iron Pipe. The report was favorable.

With the next drainage failure, Armco Pipe was installed. That drain caused no more trouble.

More Armco Pipe was purchased. As it took the place of broken drains, rain pools disappeared. And when the course was Armco drained throughout, repairs became unnecessary.

No more do the men with shovels interrupt play. For here is a pipe that removes surface water surely and quickly. It is proof against the heaviest rollers—against freezing or swelling soils.

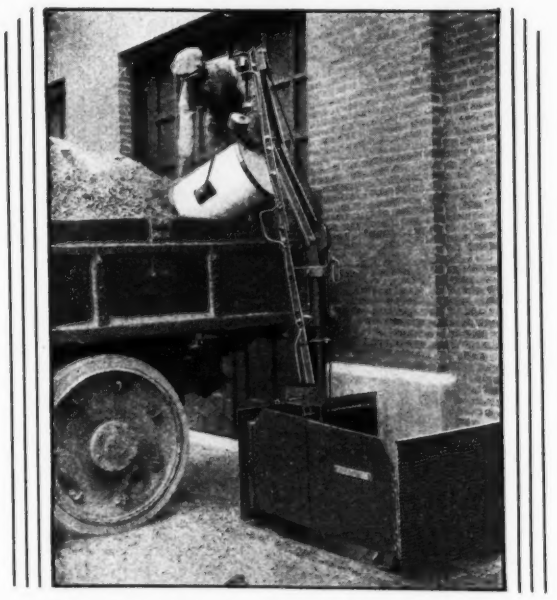
The experience of 23 years in drainage is available at your request. If your course (playground or athletic field) needs better subdrainage, let Armco men help. Write us . . . there's no obligation.

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Another reason is absolute *safety*—and this is vital to the school. Note how sidewalk opening is fully protected. No chance here for accidents and law suits.

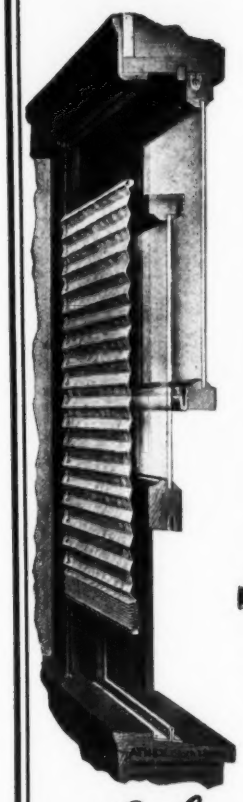
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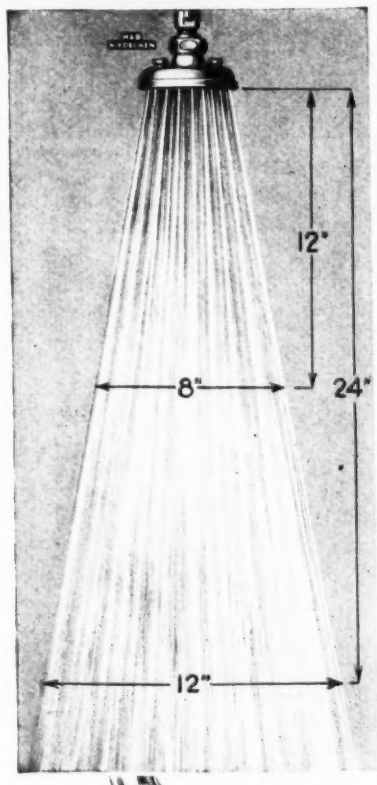
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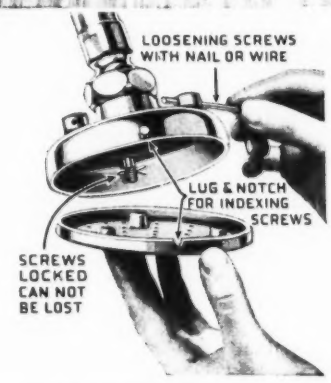
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Teachers and Administration

TEACHER PARTICIPATION IN SCHOOL ADMINISTRATION

F. Blanche Preble, Teacher, Chicago, Ill.

Who can possibly be as interested in establishing high standards for beginning elementary teachers as the teachers already working in that field? And on whom does the responsibility rest more than on these same teachers? They are in a position to know far more about what a teacher needs to be than any supervisor or administrator can possibly know provided that they accept their responsibility and apply themselves to the work of determining standards of certification.

Shall the elementary teacher be merely a spectator as others determine her fate, or shall she take her fate in her own hands and make it what she wants it to be, and what, for the sake of education, it should be?

We have heard more and more in recent years that improvement of method and general educational development must come from the classroom teacher because the administrator, in these days of rapid growth of schools and colleges, is so taken up with financial and administrative problems that the educational questions necessarily get only his second-best effort. We can see, too, that the most radical changes in the past few years have been changes, I will not say improvements, in forms of organization rather than changes or improvements in truly educational policies.

Now, unless the classroom teacher assumes her responsibility and applies herself thoughtfully and earnestly to these most essential things, the schools will become more and more devoted to problems of organization and finance because of the very necessities of the situation and these other great essentials will be neglected. Of course the place to begin to formulate educational methods and policies is in the determination of standards of certification.

Since the educational work of a school is done in the individual room by the teacher in contact with the child, no higher qualifications should be required of anybody in the system than of the teacher herself. And since, by the time the child has reached the high school he is more or less able to educate himself—provided he has developed up to that time as he should—no higher qualifications should be required of any teacher than of the elementary teacher.

TEACHERS AND ADMINISTRATION

—The Indiana state education department has announced that after November 1, no second-grade teachers' licenses will be issued, but that outstanding licenses may be renewed provided the teacher meets the requirements for renewal. Formerly, second-grade licenses were issued upon the completion of 36 weeks of training for elementary, and three years of training for high-school teachers. First-grade licenses are issued upon the completion of 72 weeks' training for elementary, and four weeks' training for high-school teachers.

The state department has adopted a new type of temporary license, called a "cadet" license, which authorizes the holder to teach for twelve weeks in the elementary, and nine weeks in the high schools.

—The number of teachers in New York City awaiting appointment by the board of education is increasing rather than decreasing. This is accounted for by the fact that unusually large classes of students have entered the city's three training schools for teachers during the past two years in advance of the lengthening of the training school course from three years to four years, which becomes effective this fall, and also because many hundreds of applicants who have failed in recent License No. 1 examinations take the succeeding examinations in hopes of attaining placement on the eligible list. The board appoints about 1,500 new teachers each year, but it is estimated that the number out of positions will aggregate 3,300 by the fall opening of schools.

—Covington, Va. The school board of Allegheny county has adopted rules governing the employment of new teachers coming into the school system. The rules became effective in September, 1929, but are not retroactive. The rules read as follows:

1. New teachers must hold not less than an A. B. degree in order to teach in the high schools.
2. New teachers must hold a certificate based on two full sessions in a recognized state teachers' college.
3. Every teacher must have a rating of A.
4. All applicants for teaching positions must be single women.

NEWS OF SCHOOL OFFICIALS

—MR. STANLEY STURM has been appointed superintendent of school buildings at Alameda, Calif., to succeed FRANK THOMAS, who has gone to Berkeley. MR. J. T. CHADICK will succeed Mr. Sturm as engineer of the Alameda High School.

—MR. C. C. ROSS has been reelected as secretary of the school board at Bethany, Mo. MR. J. S. NALLY was reelected as treasurer.

—MRS. E. H. BRYAN has been reelected as president of the school board of Huron, S. Dak. MR. R. B. HILL has been reelected as vice-president, and MR. W. C. PETERSON as clerk of the board.

—MR. H. P. OSBORN has been elected president of the school board of Meadow Grove, Nebr. MR. H. E. MASON has been elected secretary, and MR. M. K. Hicks as treasurer.

—MR. CECIL RIDDLE of Greeley, Colo., has been elected superintendent of schools at Evanston, Wyo., to succeed W. B. Featherstone.

—MR. V. D. HUDSON of Glenwood, Mo., has been elected superintendent of schools at Novinger, to succeed Clyde Willis.

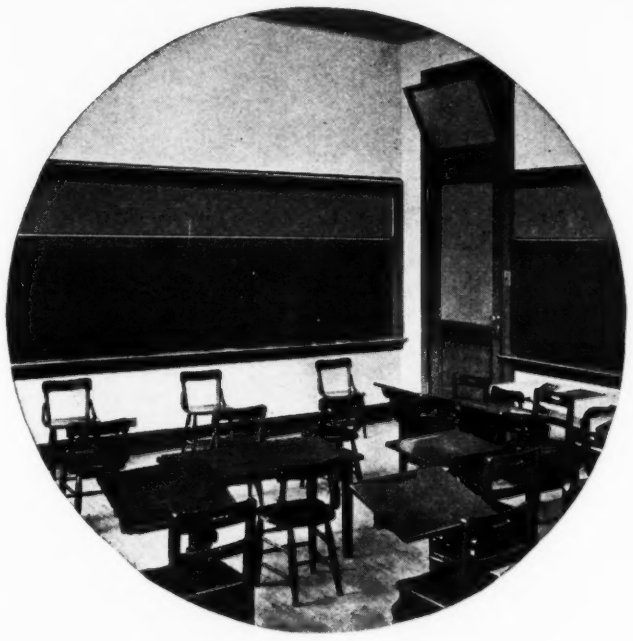
—SUPT. JOHN E. SMITH of Webster City, Iowa, has been reelected for a sixth consecutive year as head of the school system. During Mr. Smith's period of service, the enrollment of the schools has increased 27 per cent during the five-year period.

—MR. J. J. WHITEHEAD of Galena, Kans., has been reelected as superintendent of schools for a new two-year term.

Administrative Staff Reorganized

—Louisville, Ky. The school board has completed the reorganization of the central administrative staff of the schools, with the appointment of Mr. Frederick Archer as associate superintendent; Mr. E. C. Blom as director of research; Mr. C. A. Rubado as director of elementary instruction; and Mr. H. E. Binford as director of secondary education, including junior and senior high schools.

All of the appointees are former school administrators and hold advanced degrees. Mr. Archer was for eleven years superintendent of schools at Greensboro, N. C.; Mr. Blom was formerly head of the science department in Des Moines University; and Mr. Rubado was for ten years superintendent of schools at Dodgeville, Wis.



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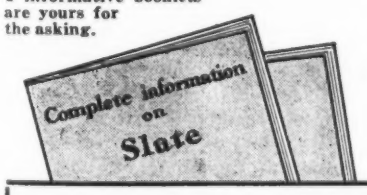
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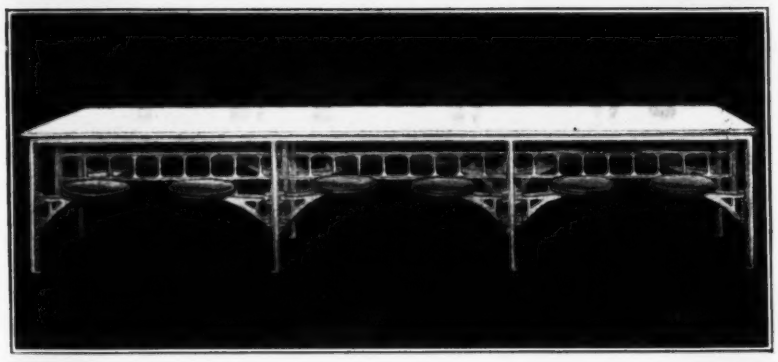
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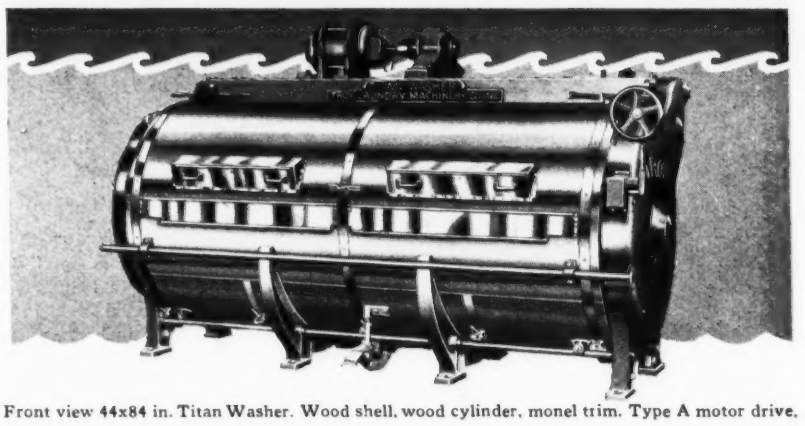
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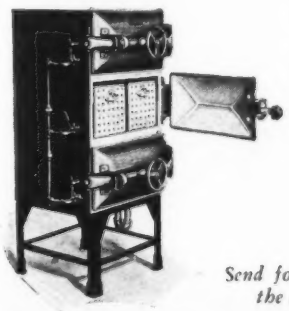
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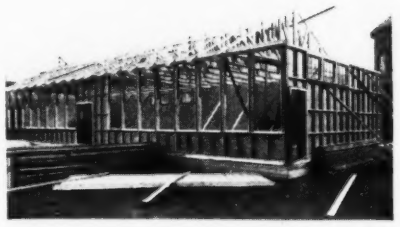
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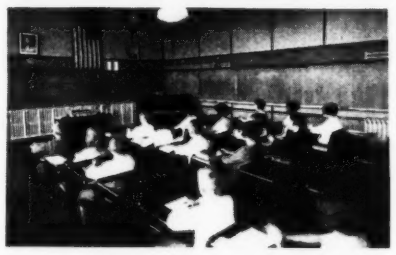
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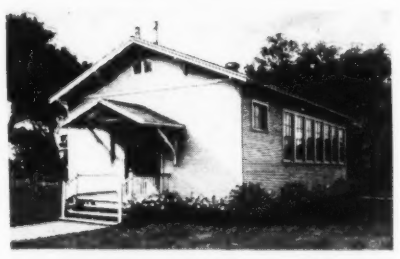
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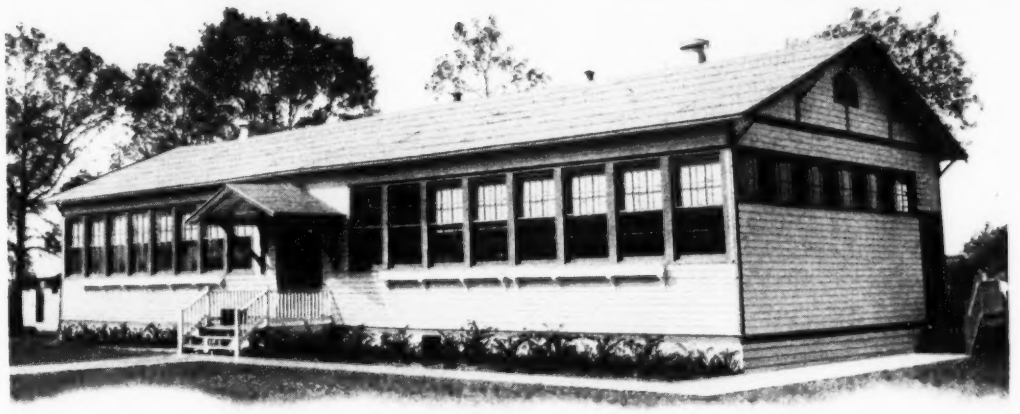
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PROBLEMS OF SUPERVISORS IN RURAL SCHOOLS

Hattie S. Parrott, State Supervisor of Rural Schools, State Department of Education, Raleigh, North Carolina

The fundamental principles which control and guide the various activities of the rural-school supervisor are at the same time ever-interesting and ever-recurring problems, the solution of which depends to a great extent upon the organization of an adequate supervisory program.

The controlling principles or distinctive lines of work recognized and accepted as guides in planning and carrying through to completion a satisfactory program should include:

1. Securing an organized knowledge of the county-wide educational situation.
2. Building up and keeping in the county an efficient teaching staff.
3. Keeping teachers up to their best.
4. Promoting pupil growth and measuring results.
5. Cooperating with school principals in
   a) budgeting their time in order to observe and study to improve the elementary grade work.
   b) using their time to the best advantage.
6. Coordinating all separate schools into one unified county-school system.
7. Keeping on file adequate records of work done and results accomplished.
8. Keeping people informed of work undertaken, the results obtained, and further desirable activities essential to meet certain important needs.

Every activity of the supervisor while engaged in her daily work should be judged for its value in the solution of the problem to which it is more nearly related or more closely tied up. The task of selecting and arranging the activities which should naturally come first and providing for those which should follow as the needs demand in the attempt to move forward toward the solution of any one of the problems presented becomes a problem in itself.

The success or failure then of the supervisory program depends upon (1) a knowledge of the fundamental principles of supervision and the problems based on these principles; (2) the ability to organize the various activities of the supervisor necessary for the solution of these problems around certain definite lines of work with a view to reconstruction from time to time, or from year to year, as the needs demand; and (3) the extent to which the interest and cooperation of all the educational forces of the county is secured.

FINANCE AND TAXATION

—East Hampton, N. Y. The school board has adopted a budget amounting to $112,675 for the school year 1929–30. Included in the budget is $2,500 for the library. The sum of $9,100 has been set aside for janitors' salaries.

—New York, N. Y. The next year's school budget has been fixed at $136,000,000, which is an estimated increase of nearly $6,000,000 over last year's appropriation of $130,515,000. This does not include the school-building program, which will add $35,000,000 to $40,000,000 to the final estimate. The board will receive approximately $57,000,000 for the erection of new schools. The large increase in the budget has been attributed to the rapidly rising cost of instruction necessitated by the normal growth of the school enrollment, and to the increased salaries for the teaching and supervisory staffs. The city schools will cost the state approximately $3,500,000 more than last year. The total amount of state aid will be approximately $44,000,000.

—Amityville, N. Y. The school board has adopted a budget amounting to $143,075, of which $108,075 will be raised by taxation. The largest item in the budget is $80,000 for teachers' salaries. Other major items are $15,725 for the operation of the school plant, and $10,000 for janitors' salaries.

—Oskaloosa, Iowa. The school district will raise $175,000 through taxation for the support of the city schools in 1929–30. Of this amount, $155,000 will be used for the general fund, and $20,000 will go into the schoolhouse fund.

—Aurora, Ill. The east side school board has adopted a tax levy of $585,000 for the school year 1929–30. Of this amount, $420,000 is for educational purposes, and $165,000 for building purposes. A tax rate of two per cent has been adopted for the year.

—Springfield, Ill. The school board has reduced the tax levy for school purposes from $1.25 to $1.20 for the next school year. It is estimated that the $780,000 levy for the educational fund, which is a decrease of $45,000 from last year's total, will produce sufficient revenue for the school year and leave a surplus of $51,000.

—Fargo, N. Dak. The school board has adopted a budget amounting to $549,050 for the school year 1929–30. The two largest items in the budget are $295,000 for teachers' salaries, and $121,500 for the contingent fund. The present budget is $5,050 over that of last year which totaled $544,000. A small increase in the mill levy has been found necessary for the new year.

—Birmingham, Mich. The school board has adopted a budget amounting to $477,978 for the school year 1929–30, of which $404,000 will be raised by taxation. Salaries form the largest item in the budget, with $99,000 listed for this purpose in the 1930 budget, as compared with $92,520 last year.

—Iron River, Mich. The school budget for the year 1929–30 calls for an appropriation of $177,125, of which $131,781 is apportioned to the township, and $45,344 to the city. An additional $31,000 from other sources, will be available.

—Ironwood, Mich. The sum of $344,000 will be raised by taxation for school purposes this year.

—Lewisburg, Ohio. The school board has adopted a budget amounting to $48,000. Of this amount, $37,000 will be raised by taxation.

—Muskegon Heights, Mich. The school board has adopted a budget of $356,150 for the school year 1929–30. Of the total amount, $203,125 will be expended for instruction expenses.

—Fostoria, Ohio. The school board has adopted a budget amounting to $172,815 for the school year 1929–30.

—Wakefield, Mich. The school tax for the Wakefield township school district for the next school year has been set at $200,000. This is $5,000 less than the total tax for last year.

—Beloit, Wis. The school board has reduced the tax rate from 8 to 7½ mills for the school year 1929–30, which means a saving of $16,575. Increased state and county aid under a new state law have provided sources of revenue which have made possible a reduction of the mill tax rate. The budget for the school year has been fixed at $378,250, the same as last year's budget.

—Sioux Falls, S. Dak. The school board has voted to invest $25,000 in South Dakota Rural Credit Bonds, to be purchased from the sinking fund. The bonds draw 4.90 per cent interest, which will be added to the $490,000 which the district already has in bonds of the same nature.

—Davenport, Iowa. The new budget for the school year 1929–30 calls for an expenditure of $925,000.

Book News and Reviews

Meeting the Problem of Free Book Samples

The cost of gift copies of new textbooks has become a large item of expense to the publisher. A considerable portion of this item is a necessary expense. Publishers expect and desire to send gift copies to those who are really interested in the adoption of new books. However, requests which do not fall in this category are so numerous as to add largely to the textbook publishers' cost of sample copies, and if this could be reduced, the saving would be reflected in lower prices for textbooks.

An editorial in the June issue of Ohio Schools, entitled "Your Friends, the Publishers," has just come to our notice and we take the liberty of bringing it to the attention of the readers of the JOURNAL. The editorial reads as follows:

"There has long since ceased to be any doubt about the constructive services of the textbook publishers to public-school development. The day of questionable methods in the marketing of textbooks has also for the most part slipped into the limbo of forgotten things. Publishers are still the most potent force in curriculum development in America in spite of a generally awakened interest in this activity on the part of educators. The friendly attitude that uniformly exists between buyer and seller in the textbook business is a praiseworthy condition.

"But publishers are sometimes thoughtlessly imposed upon by teachers, and a word needs to be said in this connection. The bane of the business is the terrific drain in the giving of free samples of textbooks. Perhaps publishers were originally at fault in encouraging this practice, but in fairness to them teachers ought now aid in checking the practice. Textbooks could be sold at lower figures if this item of selling expense were materially reduced. And the teacher does hold much of the power of improvement in her own hands.

"Publishers are glad to have teachers manifest enough interest in some new publication to write for a copy, but why should the teacher expect to get that copy without paying for it. Frequently there is no possibility whatever of its being considered for general use, but it is sent for merely because the teacher thinks it might be of value to her. In no other line of business would that same teacher expect to get a full-sized package of a product that interested her, although samples are sometimes offered. One cannot write for a tire for the automobile and expect it to be sent gratis on the theory that if satisfactory it may be adopted for all four wheels. Even a box of face powder cannot be obtained with the maker's compliments in the hope that by thus submitting it he may gain an exclusive five-year contract. Why should the publisher's wares be regarded so differently? If the teacher wants a copy of a new text, the equitable thing to do is to send along the money to pay for it. Or, because administrative heads of school systems are generally expected to be in touch with the newest materials, she can probably obtain a copy from the superintendent's office for such inspection as she wishes to make; or she can ask to have a representative call. Publishers will never escape the necessity of supplying samples to school executives or teacher committees which are definitely charged with the duty of specific text adoptions, but they ought not to be subjected to indiscriminate requests.

"The self-respect which makes us unwilling to step into a store and ask a merchant to give us an article off his shelves ought to govern us in our relation with textbook publishers. Let us be just as alert and responsive to publisher's announcements as ever, but let us play the game in a broadminded way by paying for what we want. Free book samples are not a proper perquisite of the office of teaching."

A PLAN FOR THE EXAMINATION AND SELECTION OF TEXTBOOKS

Mr. G. O. Moore, assistant superintendent of schools at Erie, Pa., recently gave to the local school board an outline of the procedure in the examination and selection of textbooks in order that the board might become familiar with the preliminary steps in the recommendation of a textbook for adoption.

Under the plan in operation, whenever a number of principals in the schools are agreed that a more modern textbook in a particular subject is necessary, steps are taken to obtain a number of the recent books in the subject for examination by a special committee of teachers. After the study has been completed, a report is prepared giving reasons for the committee's selection. The report is mimeographed and sent to all the principals, with a request that the principals examine these books, together with others in the field. A joint meeting of the committee and the principals is then called, and the matter is fully discussed. After another examination, a vote of the principals is taken. The first vote is not limited to the list recommended by the committee, and no book is disregarded if one of the principals believes in its merits. Should the first vote be scattered, further study is given and the books receiving the fewest votes are eliminated. By a process of study and elimination, the original number is reduced, until one book or one series of books is given a majority vote. If the book measures up to the standards and objectives set up as desirable, it is presented to the board for approval.

In introducing newly adopted textbooks, it has been found satisfactory to place the books in the schools a full grade at a time. In this way, it is possible to start with an intermediate book, adding the books one grade per year, as the pupils advance.

The plan allows time for maximum use from the old books, it provides for uniform grades, and is economical in operation.

KIRK N. WASHBURN PASSES ON

Kirk Norman Washburn, 74, for nearly 45 years an active official of the G. & C. Merriam Company, died at his home, Springfield, Mass., on July 24, after a long illness.

Mr. Washburn was born in Boston, Sept. 1, 1855, and was educated in the public schools of that city, at Worcester Academy, and at Brown University. After completing his education he settled in New York City, where he became an active representative of the Ivison-Blakeman Company. While with this company he established an enviable reputation among educational publishers which attracted the attention of the G. & C. Merriam Company who finally succeeded in securing his services. He became a representative of the Webster Dictionary on May 15, 1885, and never severed his connections.



THE LATE K. N. WASHBURN IN HIS OFFICE

His business foresight was recognized, and after having charge of the Merriam interests in the educational field, he later became sales manager, a position he held until 1914. He was made a stockholder on April 7, 1897, and a few months later in the same year he was made a director of the company. In 1902 he was elected to a position on the executive committee and in 1904 he became secretary of the company, a position which he held until 1914 when he was unanimously elected the firm's treasurer. This position he held at the time of his death.

Mr. Washburn was widely known throughout the country as a man of magnetic personality, and his aggressive attitude and fair business methods made a strong impression with all persons with whom he became associated.

His chief activities were centered on the educational programs of the country and his work carried him into personal contact with the leaders in public-school education. During his active work as sales manager of the Merriam Company, through his personal visits to the many large wholesale concerns in the country, he made a varied list of acquaintances in all of the larger bookselling chains. Specializing in the Webster Dictionary, which the Merriam Company puts on the market, he traveled to all parts of the country, and made a host of friends.

NEW BOOKS

Survey of Higher Education for the United Lutheran Church in America

By R. J. Leonard, E. S. Evenden, F. B. O'Rear. 3 Vols. 623 pp., 612 pp., 389 pp. (1,624 pp.) Bureau of Publications, Teachers College, Columbia University, New York City, N. Y., 1929.

This is a comprehensive survey of higher educational institutions, conducted under the auspices of the United Lutheran Church in America. A commission chosen by this church was in charge of the survey. The investigation was made with the cooperation of the Teachers College of Columbia University. Professors from that University and graduate students conducted the investigation. The recently deceased Robert J. Leonard was the director of the study; associated with him were Professors E. S. Evenden and F. B. O'Rear.

The basic material of the study consisted of (1) catalogs, charters, by-laws and regulations of the various colleges included in the group, (2) questionnaires to all of the principal administrative offices of the colleges were submitted. Fifteen forms were used, embodied in 175 pages, and these included 2,167 different questions and requests for data. (3) All but one of the colleges were visited by members of the staff.

The report is naturally concerned with a tremendous amount of detail regarding these specific colleges studied. The value of this information naturally will decrease with time, if it is of any general interest. The general formulation of educational principles and standards and the systematization of the underlying administrative organization and procedures, constitutes an extremely valuable part of the report, and will have value for some time to come.

The report is divided into eight principal parts. The first part deals with the supporting organizations, the location, accrediting and government of the colleges. This is based on a careful study of the constituencies of the colleges, the comparative study of location, and a summary of their formal organization based on their charter constitution and by-laws. Part two deals with the physical plant, faculty, and student body. Part three deals with the educational organization and administration of the college, with the character of the educational work done. Part four deals with the strictly financial and general administrative and academic bookkeeping side of the college, as well as such subjects as the advisement of men and women and provision for the religious life of the students. Part five deals with the extra curricular activities in general, and specifically, with reference to each college. Part six is a summary of the general recommendations for each institution. Part seven is practically an independent study dealing with the work among Lutheran students in non-Lutheran institutions. Part eight is a general statement regarding the denominational policies in the support and supervision of higher education among the Protestant denominations.

It is greatly to be regretted, in view of the fact that much of the material in the three volumes will not be of general interest, that the volumes do not contain an index which would make readily available to the general reader of college administration, and to the busy administrator, the really excellent material contained throughout all three of the volumes. A detailed analytical table of contents helps out, somewhat, this situation.

The Christopher Robin Reader

By A. A. Milne. Cloth, 172 pages. Price, $1.25. Published by E. P. Dutton & Company, New York, N. Y.

(Continued on Page 158)



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AVERY excellent School Ink, permanent and most satisfactory for composition book use.

(Continued from Page 156)

The most interesting stories and the most delightful humorous poems of the several books of Mr. Milne have been here collected in a reader intended for use in the primary grades. It would be difficult to say whether the poem about the Teddy Bear or the story of Winnie-the-Pooh and the Bees is more charming than the poem concerning the Old Sailor or the story of the Rabbit's Busy Day. We would be inclined to omit from future editions of this book the final poem, Vespers, which seems to us is intended for adults and is not suited to children. The book is beautifully illustrated.

The Alpha Individual Number Primer

Cloth, 32 pages. Price, 40 cents.

The Alpha Individual Arithmetic, Book I

Paper, 72 pages. Price, 32 cents.

The Alpha Individual Arithmetic, Book II

Paper, 104 pages. Price, 98 cents. All published by Ginn & Company, Boston, Mass.

In the words of the authors, "these books are intended for young children just starting number work, and the material is offered in the hope that it will prove interesting and helpful" in providing the basic information on numbers and the initial skills and attitudes for the child's successful use of numbers in life.

In the primer book, only simple number recognition work is offered. The material is arranged in most attractive picture and story forms, using birds, animals, and children to illustrate the ideas. The illustrations are in color.

The first work book takes up the study where the primer stops and carries children along into the mastery of first-decade additions. Even an adult will recognize how attractive the work has been made to children in introducing new number combinations. Several of the pages dealing with the fundamental processes offer work in denominate numbers and fractions, which the authors believe can, and should, be presented to children long before their formal treatment is begun.

The second work book of the series is arranged in practically the same form, with material in subtraction, subtraction combinations, and work in halves, pints and quarts, dozens and half dozens, inches, time, and other interesting problems.

At the end of each stage in the several books there is a cumulative review preparatory to two tests which the pupil is expected to pass successfully before beginning the next stage. The tests may be removed from the book if the teacher so desires. The diagnostic nature of the tests enables the teacher to locate difficulties at the end of each stage of the work and to indicate remedial work where needed. This is valuable for establishing with each child a firm foundation in beginning arithmetic.

The complete course it is announced will consist of the present primer and twelve other books, one for each half year of the first six years of the elementary school. The authors have struck a new note in causing the publishers to make the beginner's books "as attractive as any storybook."

Uniform School Accounting System

By A. O. Heck and W. G. Reeder. Manual and 28 forms. Public School Publishing Company, Bloomington, Ill.

The 28 forms in this system cover the entire range of pupil-personnel accounting from the kindergarten through the senior high school. The essentials as laid down by various state departments and by national teachers' organizations have been carefully considered. Simplicity, standardization in terminology and size, and economy of the teacher's time have been elements sought for. So far as possible, original entries constitute the permanent records and transcribing is carefully avoided. Everything basic is included in the printed captions, and ample space is allowed for local adaptations and additions. It is encouraging to note that the authors have not been swept off their feet to accept the so-called refinements and technicalities which are being insisted upon by certain academic research groups.

Fairy Grammar

By J. Harold Carpenter and Alice M. Hoben. Cloth, 105 pages. Revised Edition. Published by E. P. Dutton & Co., New York City.

This is a revision of a little book first published in 1920 in England and the United States and now reissued with certain changes to meet modifications in grammatical terminology and teaching methods. It is distinguished by genuine humor, by accurate appreciation of the attitude of the average boy toward the study of grammar, and by very well considered application of the principles of grammar to childish situations. The fairy Ram-Marg simply teaches the boy hero the parts of speech and their uses. The book is ideal for supplementary reading and supplementary study purposes.

The Objective or New Type Examination

By G. M. Ruch. Cloth octavo. 288 pages. Price, $2.20. Scott, Foresman & Company, Chicago, Ill.

While this book takes up specifically the objective type of examination as an educational instrument for testing and for improving instruction, it includes in a broad way a great deal of basic material on educational measurement and standardized testing. The book is addressed to the beginner, but contains much material that will be of extreme value to the average teacher who has considerable familiarity and experience in the preparation of tests and examinations and in the use of standardized testing materials.

The final section of the book, which takes up the statistical handling and interpretation of test results, is perhaps the most significant part of the book, but it is likely that the average reader will find the second part which describes the method of constructing objective examinations most helpful. A few of the illustrative types of objective tests are not quite as happy as they might be. The book as a whole is a valuable contribution to the subject for the average teacher.

Education Through Manual Activities

By Anna M. Wiecking. Cloth, 359 pages. Price, $1.80. Ginn & Company, Boston, Mass.

This book suggests a valuable group of problems and projects in handwork for the primary grades. The author rightfully believes that the greatest variety of materials should be used by beginners, in order to provide the greatest amount of experience in handling materials, in coming in contact with processes and materials, in learning about various industries, and in studying things used in personal, family, and social life. The suggestions for weaving, sewing, clay modeling, woodworking, paper construction, toymaking, etc., involve design, the discovery of mechanical principles, the use of tools, etc., that can be related to a wide program of primary education.

The reviewer is inclined to believe that the author is too limited in her ultimate objectives, and that social utility tells only a very limited part of the story involved in a program of manual activities in the primary grades.

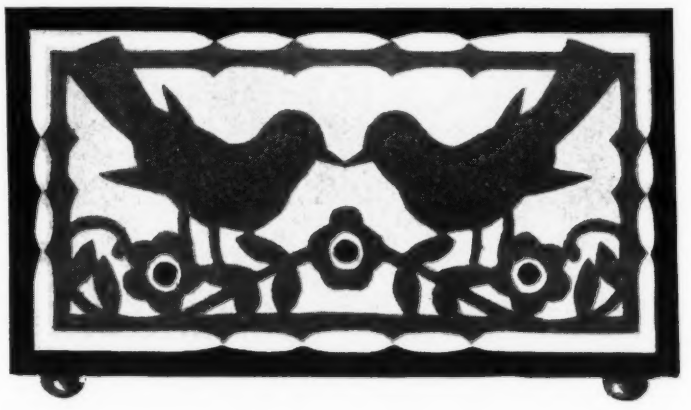
Characteristic Differences of Good and Poor Teachers

By A. S. Barr. Cloth, 136 pages. Public School Publishing Co., Bloomington, Ill.

This study of the characteristics of teachers of social studies summarizes its rather inclusive findings in a very human and useful statement:

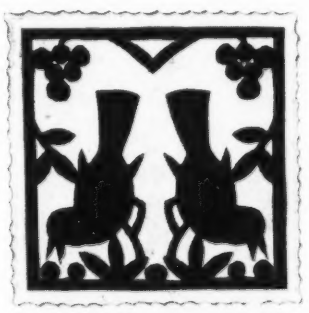
(Concluded on Page 161)

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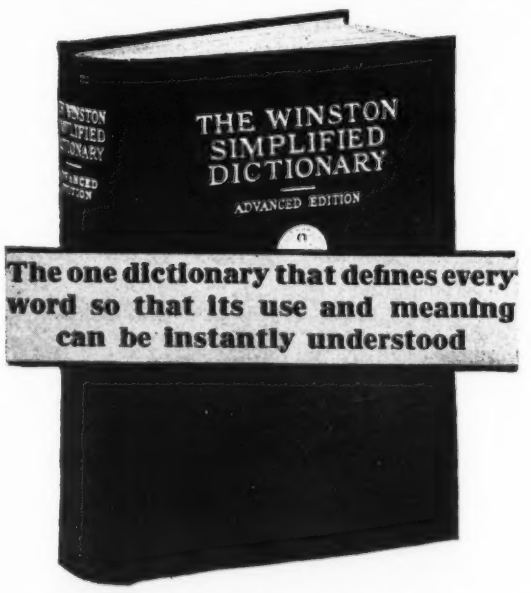
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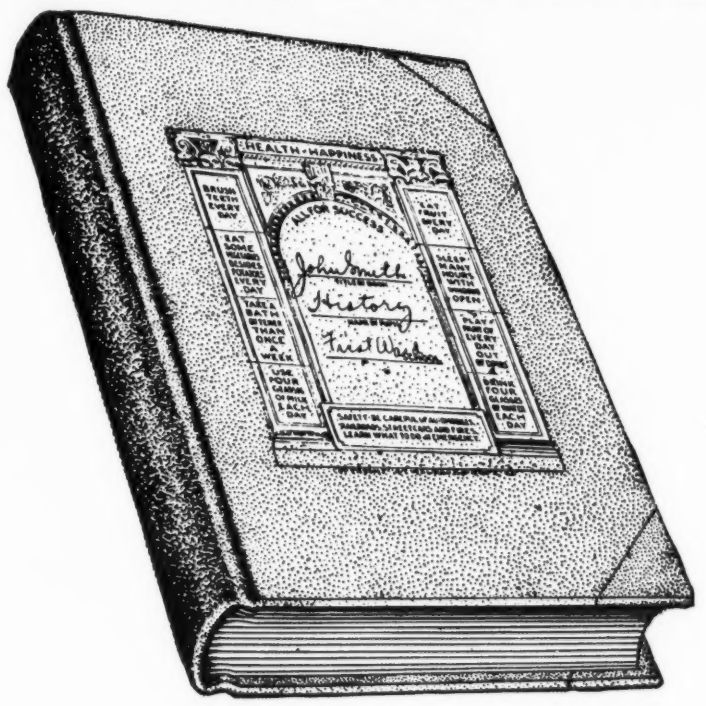
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The Modifiability of Response to Taste Stimuli in the Preschool Child

By Marguerite Elston Gauger. Cloth, 53 pages. Price, $1.50. Bureau of Publications, Teachers College, Columbia University, New York City.

A scientific study of the problem of overcoming food dislikes of small children.

The Psychology of Learning Applied to Health Education Through Biology

By Anita D. Laton. Cloth, 103 pages. Price, $1.50. Bureau of Publications, Teachers College, Columbia University, New York City.

This book reports the results of a series of experiments in which basic principles in the psychology of learning were applied to the teaching of biology for health-education purposes. The results clearly indicate both the value of motivation and the absolute necessity of applying correct psychological principles to teaching at the secondary-school level.

New Essentials of English

By Henry C. Pearson and Mary F. Kirchway. Cloth, 264 and xii pages. The American Book Co., New York, Cincinnati, Chicago.

This basic language book for the third and fourth grades centers all of the children's study and practice upon correct oral expression and such simple written work as may be expected of 8-year-old and 9-year-old children. Story-telling, dramatization, class discussions, and language games form the chief vehicles for oral work, while dictation, letter writing, retelling stories, and simple themes are made use of for written exercises. Play, home activities, school studies, and literary selections form the subject matter. The emphasis throughout is upon correct language habits, originality, and free, childlike expression of thought, and informal statement of rules. The slow, matter-of-fact type of child has not been overlooked in the series of basic lessons which run through the book, as the minimum statement of grammatical principles, correct usage of words, etc.

Gregg Shorthand

By John Robert Gregg. Cloth, 12mo, 173 and xvi pages. The Gregg Publishing Co., New York.

The author and publishers of this manual have displayed genuine courage in writing, or rather rewriting, the book in the face of urgent demands that the old work be continued, because of its satisfactory arrangement, content, and teaching method. The most important changes in the new book may be summarized as follows:

1. The vocabulary has been recast on the basis of the common use of words as determined by recent vocabulary studies. Rare skill has been shown in using the thousand commonest words as early in the book as the development shorthand principles permit. A total of 42 per cent of the commonest words and many other words are studied in the first three lesson units.

2. The principles of writing words have been rearranged on the basis of frequency as determined by vocabulary considerations.

3. Useful teaching devices and memory aids have been introduced. Analogy is frequently used and close association is established between letter formation and short forms of words.

4. The units of study have been shortened and rearranged. The change has increased the units by six, but has enabled the authors to more than double the practice material.

5. The student is encouraged to study by the possibility of writing simple letters as early as the fifth and sixth units.

It will be noted from the foregoing that the new manual contains no modification of the "system" and its application; the author has been entirely concerned with pedagogical considerations and has applied the observations and experience of forty years to improving an already excellent and widely accepted work.

How to Construct and Use Nonstandardized Objective Tests

By Gale Smith. Cloth, 167 pages. Published by the Benton Review Shop, Fowler, Ind.

This book has for its purpose the instruction of teachers and supervisors in the use of nonstandardized objective tests for the improvement of instruction. The material is entirely practical and is presented in ways that tend to improve the quality of teaching being done.

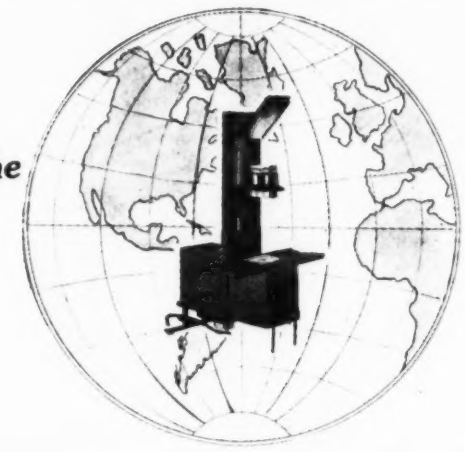
The book discusses the technique of tests, the interpretation of results, and points out the use of tests for diagnosis, for reteaching, for supervision, and supervised study. It offers a number of practice tests to be given to the class at intervals and to be determined by the teacher. The tests will be found adaptable to all the subjects in the high-school and grade-school curriculum with the exception of some phases of the work in manual arts and typing. Numerous illustrations, examples, and situations from actual tests have been introduced, and the directions are simple and clear.

Progressive Exercises in Gregg Shorthand

By John R. Gregg. Anniversary edition. Paper, 112 pages. Gregg Publishing Co., New York, N. Y.

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PUBLICATIONS RECEIVED

Educational Boards and Foundations, 1926-1928
Bulletin No. 9, 1929, U. S. Bureau of Education. The pamphlet lists and describes the work of a number of educational foundations and shows the receipts and expenditures of each foundation.

A Uniform School Attendance Register, Teacher's Enrollment Report, and Teacher's Report of Pupils' Marks
Prepared by Arch O. Heck and Ward G. Reeder. Issued by the Public School Publishing Co., Bloomington, Ill.

Fire Extinguishment
Safe practices pamphlet No. 24. Published by the National Safety Council, Chicago, Ill.

A pamphlet on fire prevention, prepared by a group of engineers for the National Safety Council. It describes and illustrates a variety of proper and accessible fire-prevention facilities, including proper fire hose, extinguishing agents, hand extinguishers, hydrants and valves, and automatic sprinklers.

Composition Blackboard
Simplified practice recommendation No. 75, 1928, issued by the U. S. Department of Commerce, Washington, D. C. The report gives the results of findings in one of the 75 commodities which was studied for elimination of unnecessary variety in sizes, dimensions, and types. The accepted simplified list of stock items in the item of composition blackboard in the matter of cement asbestos backing allows one color, black, with widths of 3½ and 4 ft., and lengths of 6, 7, and 8 ft. In wood-pulp backing, two colors are permitted, black, in widths of 3½ and 4 ft., and lengths of 6, 7, 8, 10, and 12 ft., and green, with widths of 3½ and 4 ft., and lengths of 6, 7, 8, 10, and 12 ft. Gypsum core backing comes in one color, black, in widths of 3½ and 4 ft., and lengths of 6, 7, and 8 ft.

Rituals of Induction National Honor Society. Bulletin No. 27, May, 1929, of the Department of Secondary-School Principals of the National Education Association, Washington, D. C. A collection of rituals issued in response to a large demand. The first ritual is the one recommended for schools as it is simple, dignified, and contains no mysticism or secrecy.

Duties of Trustees of Common-School Districts. Law pamphlet No. 4, 1928, of the New York State education department, Albany, N. Y. The pamphlet has been prepared for the use of trustees in common-school districts who are unfamiliar with the duties of their office, and contains information on contracts with teachers, school census and compulsory attendance, transportation, reports, and general powers and duties of the trustees.

Self-Help for College Students. By Walter J. Greenleaf. Paper, 134 pages. Price, 25 cents. Bulletin No. 2, 1929, of the U. S. Bureau of Education, Washington, D. C. The pamphlet discusses the possibilities of self-help in educational institutions and offers a wealth of valuable information to enable young men and women and their parents to decide the important question of college attendance.

The Training of Iowa High-School Teachers in Relation to the Subjects They Teach
By James H. Inman. University of Iowa Studies in Education, Volume IV, No. 9.

This monograph is a study of the academic training of 1,048 teachers in Iowa high schools and indicates very clearly that 30 per cent of the teachers are fairly well prepared to teach all the subjects which they will require to teach, while 60 per cent are prepared to give instruction in only some of the subjects which they teach, and finally 10 per cent are not well prepared for any of the subjects they teach. The author recommends that a major or at least a minor should be considered the minimum requirements for adequate preparation to teach a subject in high school.

Educational Measurement
Fourth Year Book of the Chicago Principals' Club. Edited by Edward E. Keener. Published by the Club at 315 Plymouth Court, Chicago, Ill.

This book represents the work of more than 30 Chicago school principals who have during the past year studied the principles and methods of educational measurement and who report here the results of their practical application of standardized tests and measurements in their respective elementary and secondary schools. As a whole, the reports indicate a keen interest as well as a practical mastery of the problems of educational measurement; they represent a splendid standard of administrative work and reflect noteworthy progress on the part of a large group of practical schoolmen. A publication like the present is more indicative of genuine progress under typical school conditions and difficulties than any number of doctors' dissertations and academic studies.

Private Schools and State Laws for 1927. Paper, 64 pages. Compiled by Charles N. Lischka. Issued by the National Catholic Welfare Conference, Washington, D. C. A supplement to Bulletin No. 4, 1924, containing the text of state laws governing private schools. It contains also a collection of the important court decisions relating to school problems, school textbooks, and supplies.

Salaries Paid to Teachers, Principals, and Other School Employees During 1928-29, in 67 Cities Over 100,000 Population. Paper, 21 pages. Price, 85. Published by the research division of the National Education Association, Washington, D. C. The data by cities for the various groups of school employees includes the median salary in 1925, 1927, and 1929, the minimum and maximum salary for 1928-29, the number of increments, the number of persons reported in group, and the distribution of salaries paid. It includes salaries for teachers, principals, men and women deans in junior high schools, vice-principals in high schools, principals in part-time schools, school nurses, attendance officers, clerks in principals' and administrative offices, and school janitors.

Illiteracy in the Several Countries of the World
By James F. Abel and N. J. Bond. Bulletin No. 4, 1929, of the U. S. Bureau of Education, Washington, D. C. This bulletin aims to assemble in practicable and brief form the official statistics available on the subject of illiteracy in the various countries of the world, and to tell where the data may be found. A wealth of useful material is provided in the form of tables and maps, showing the political divisions by indices of illiteracy, the distribution of age groups of literates, and percentages of population and degrees of instruction for different age groups.

Forty Choice Ways of Learning and Recalling
By J. A. Wiley. Paper, 31 pages. Published by J. A. Wiley at Iowa State Teachers' College, Cedar Falls, Iowa. The pamphlet is intended to supply pupils and students with a few suggestions for carrying out a limited number of choice study procedures. The author maintains that efficient study habits can best be initiated and developed through the use of definite practice exercises planned, demonstrated, and guided by the teacher, and he offers the suggestions for the benefit of those pupils and students who have not had such extensive training.

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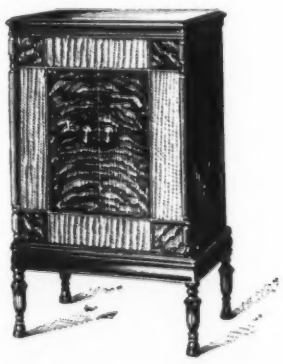
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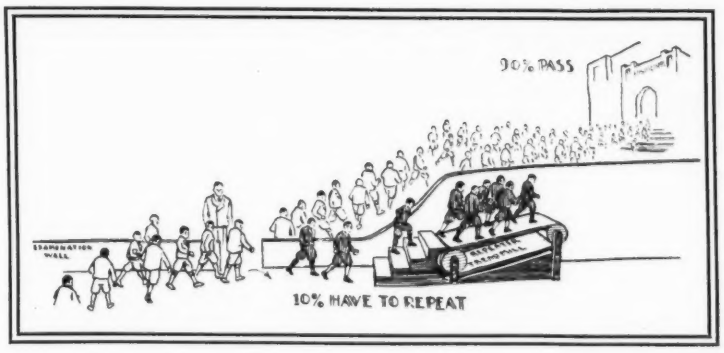


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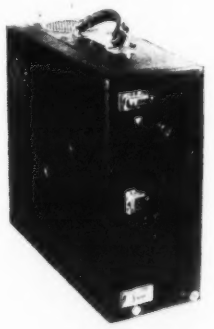


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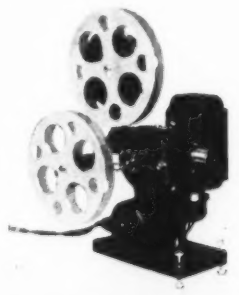
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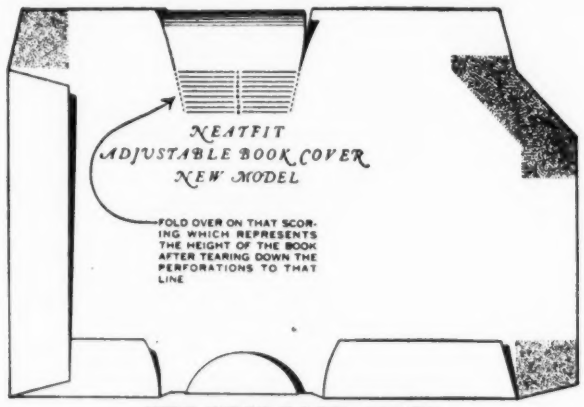
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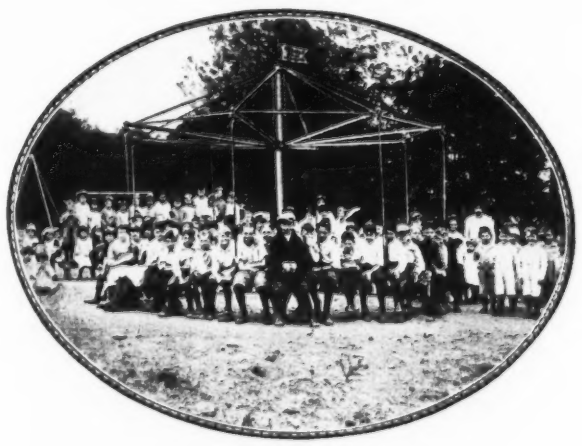
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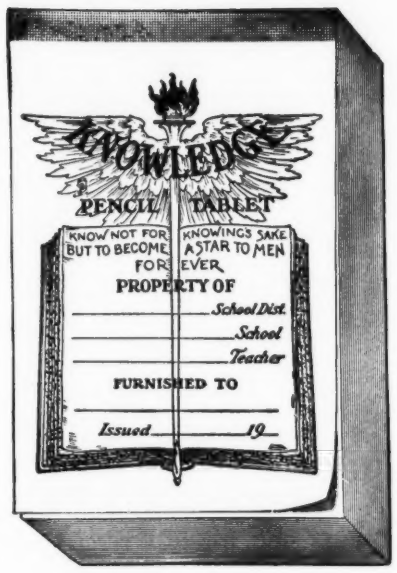
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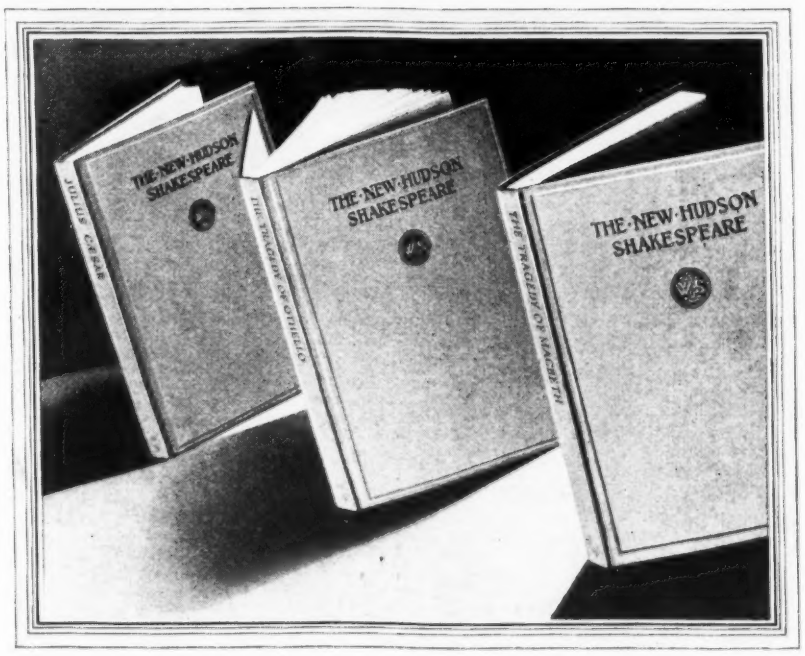
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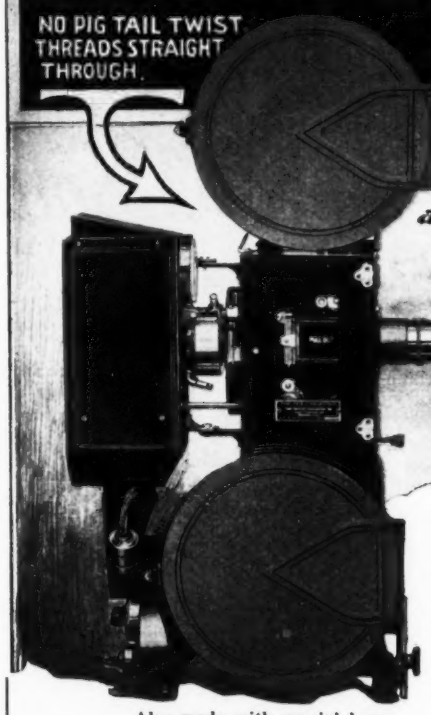
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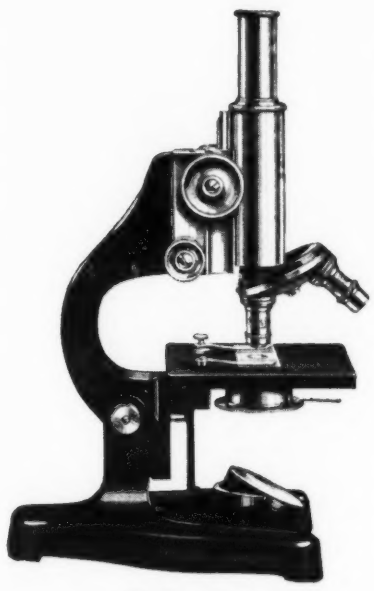
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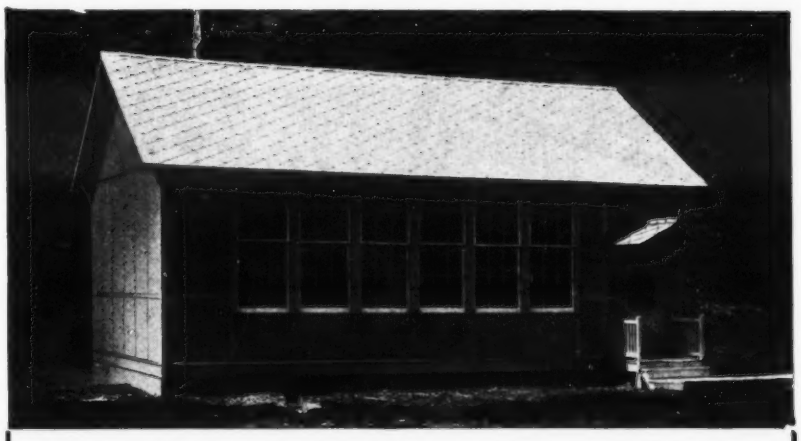
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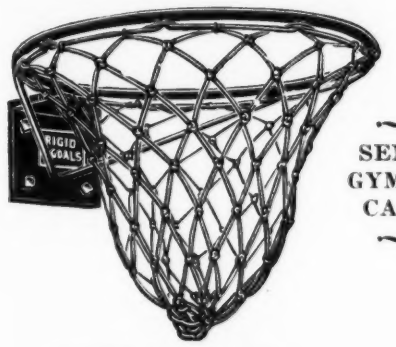
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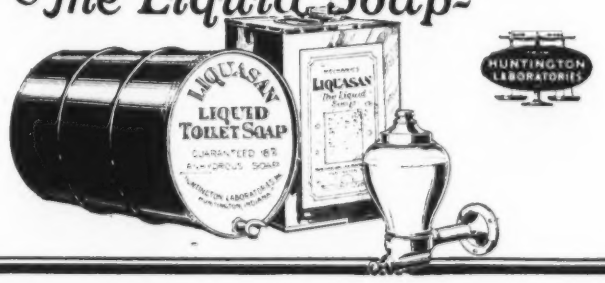
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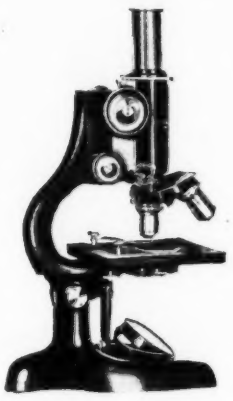
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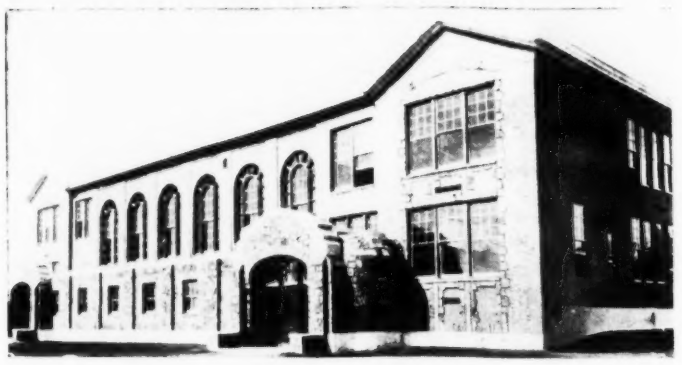
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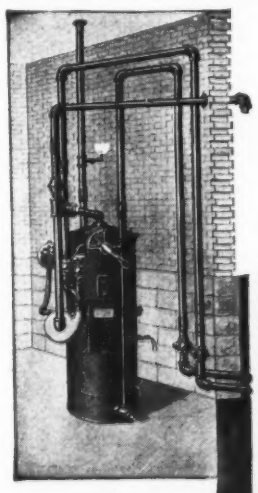
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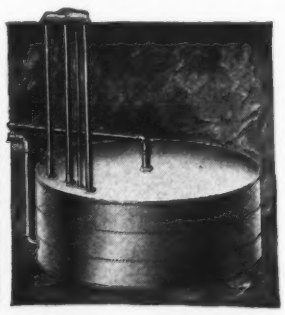


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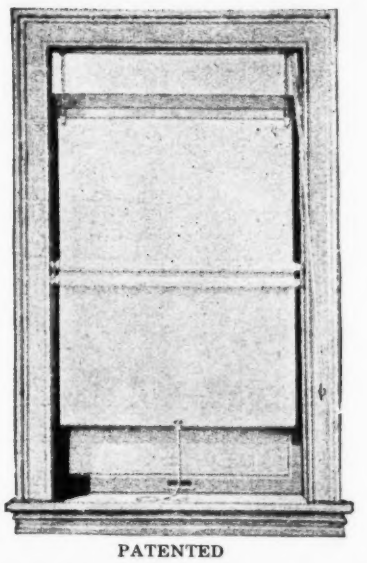
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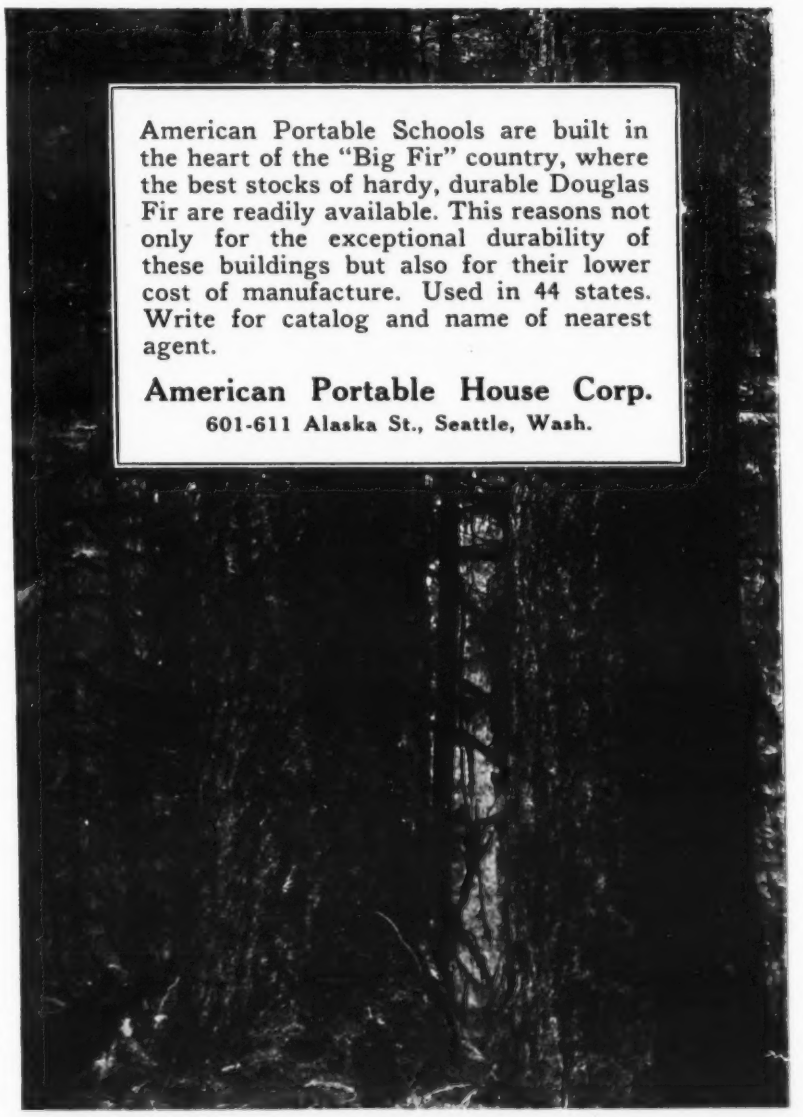
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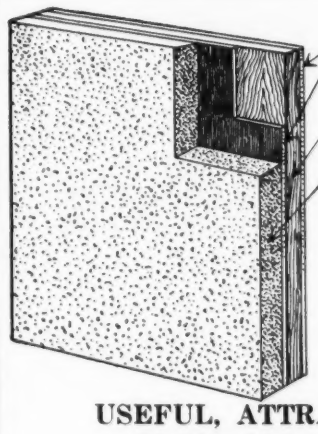


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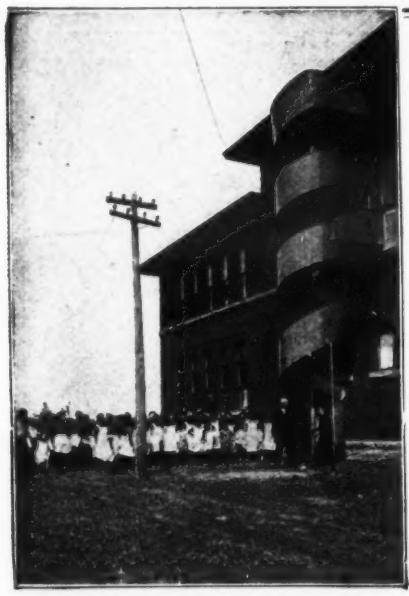
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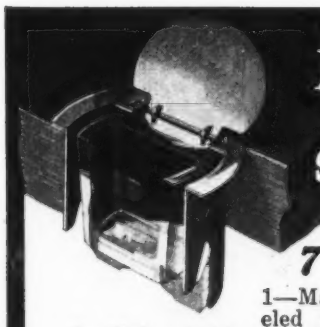


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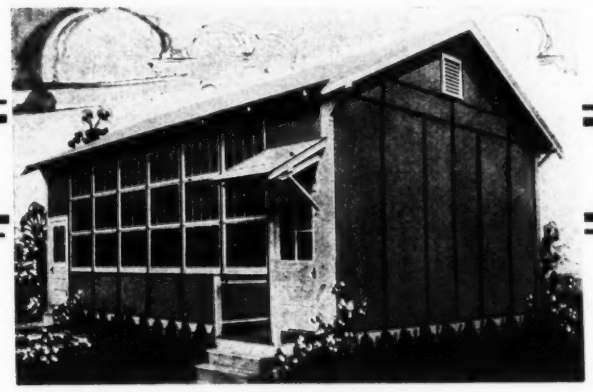
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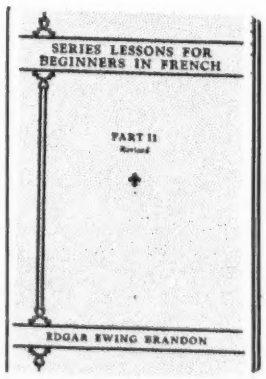
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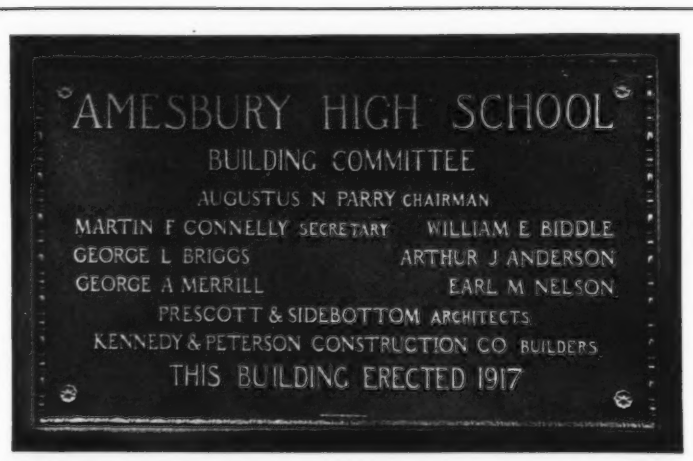
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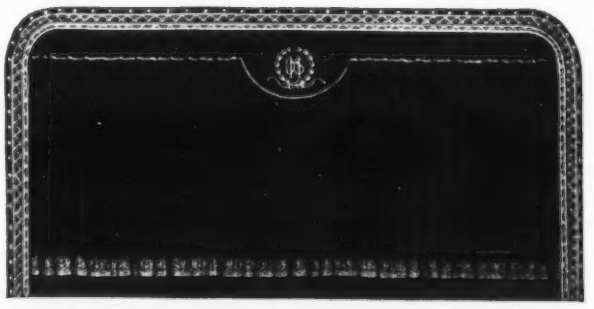
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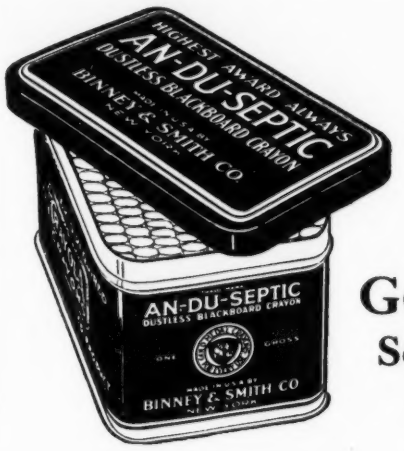
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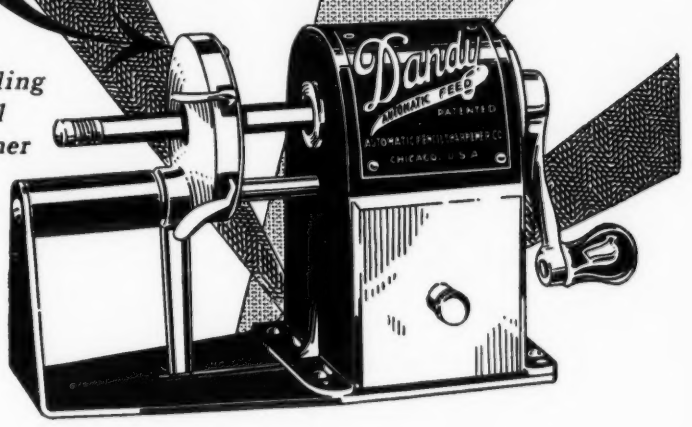
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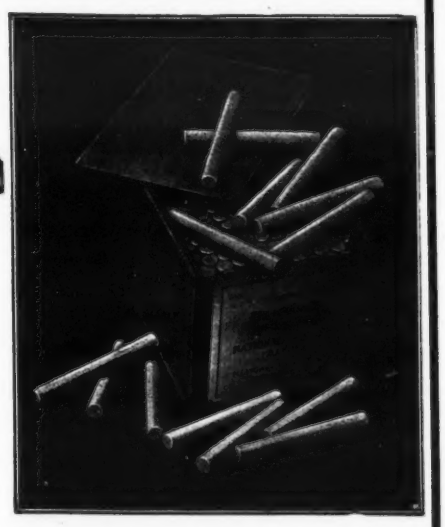
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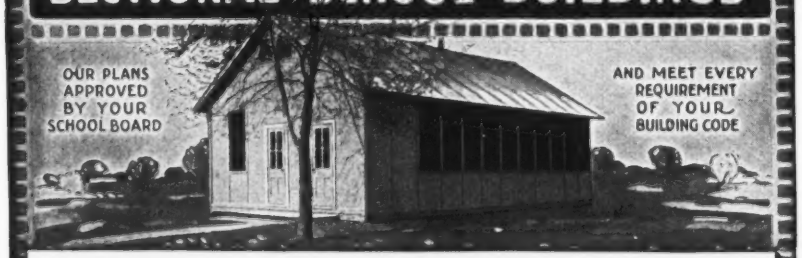
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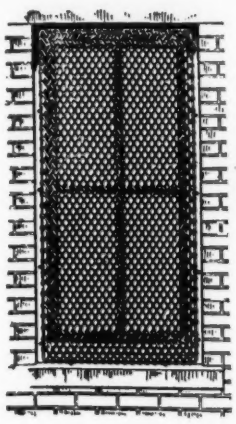
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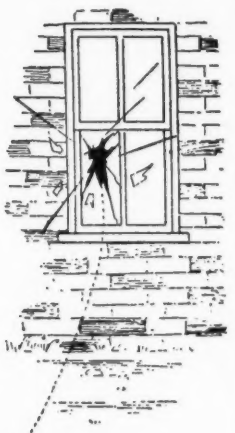
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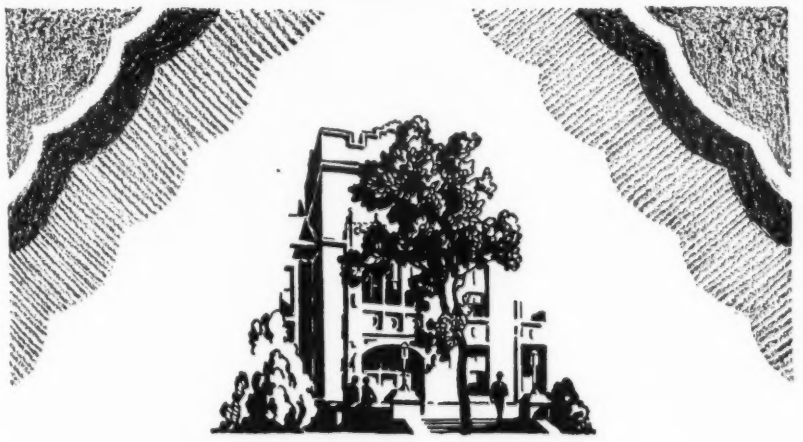
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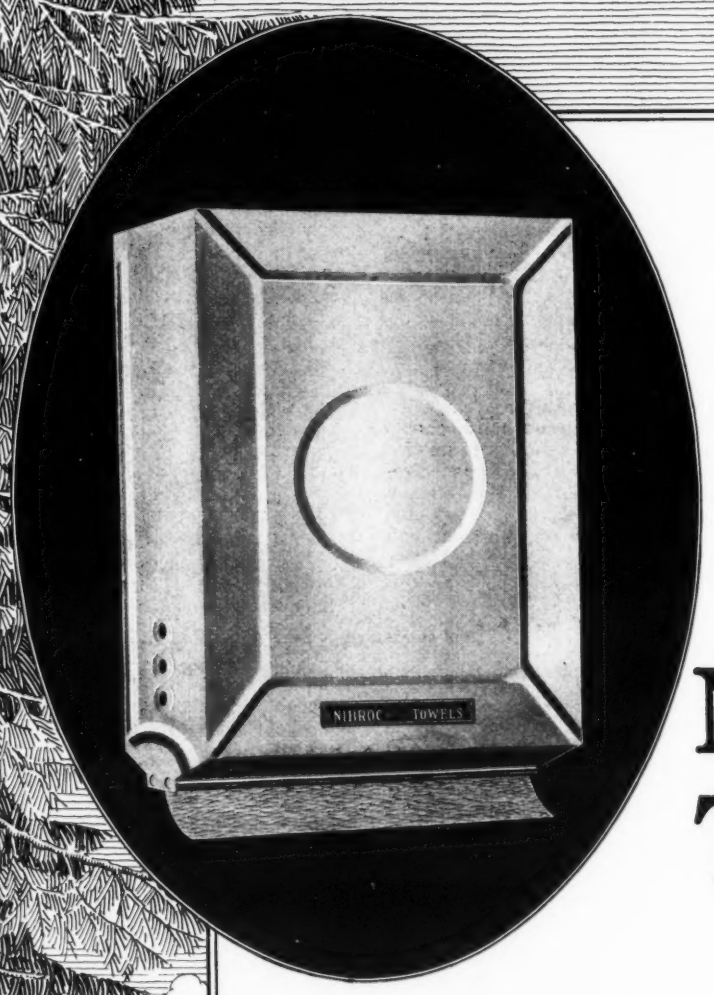
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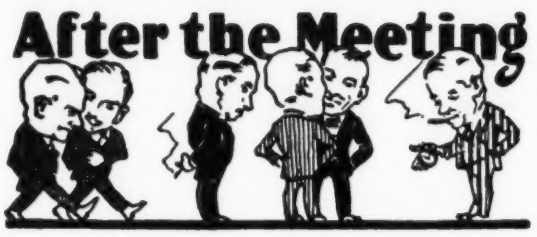
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What Price Education?

Sir Harry Lauder tells, in a recent issue of the London Chronicle, an old story that is worth retelling:

In one of the Hamilton schools a girl was so bad at geography that the teacher sent a note home to the child's mother asking that assistance should be given her at home in the preparation of her geography lessons.

Next day the teacher asked the girl if she had delivered the note.

"Yes, ma'am," was the reply.

"And what did your mother say, Annie?" inquired the teacher.

"She said, ma'am, that she had never learned geography, an' she got married; ma auntie never learned geography and she got married; ma sister Jean never learned geography an' she was married last week. An' she said, ma'am, that you kent geography an' had never been married an' never would be!"

Statistics and Statistics

Schoolmen love to use statistics to prove nearly every contention for administrative service. Some of them remind one of a story told at the expense of H. A. Wilson, secretary of the New England Anti-Tobacco League. In an address in Portland, Mr. Wilson is reported by the Philadelphia Star to have said:

"Carefully compiled statistics show us that for every cigar a man smokes he shortens his life three days, while with every cigarette he shortens his life a week." At this point a prominent Portland physician rose in the rear of the hall. "Are those statistics absolutely accurate?" he asked. "Absolutely, sir," said Secretary Wilson. "Why?" "Because it's rather important," explained the physician. "You see, if your statistics are accurate, I've been dead over 300 years."

Discouraging

When her little seven-year-old daughter returned after her first day in school, Mrs. Rossiter inquired, "Well, darling, what did you learn in school today?"

"Good gracious, mamma," was the solemn reply. "I don't have to educate you all over again, do I?"

Her Name!

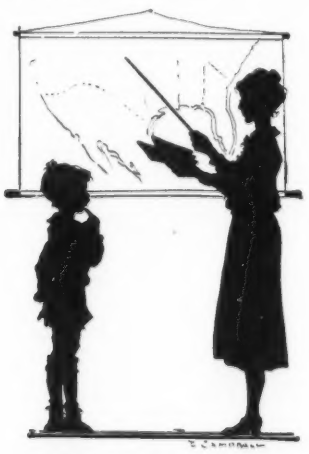
A little colored girl, a newcomer in Sunday school, gave her name to the teacher as "Fertilizer Johnson."

Later the teacher asked the child's mother if that was right.

"Yes, ma'am, dat's her name," said the fond parent. "You see she was named for me and her father. Her father's name am Ferdinand, and my name is 'Liza. So we named her Fertilizer."

Hard on Johnny

Little Johnny Jones had received the highest mark in the class; so, at recess period he wrote on the blackboard: "John Jones is the backbone of this class!" Imagine his dismay in finding, upon his return, the second "b" in backbone neatly erased, so that the legend was: "John Jones is the back one of this class!"



He Could Not Say It

Teacher: Give the principal parts of the verb swim.

Johnnie: Swim, swam, swum.

Teacher: Good. Now give the principal parts of the verb dim.

Johnnie: Dim, da—aw, teacher, I dassn't say it.

THE GYPS OF EGYPT

"As I look back upon the two weeks I spent in Egypt, I can well understand the philological derivation of the modern bit of slang, 'gyp.'" writes a New York pedagogue who is nearing the end of his six months' grand tour. "The 'E' and 't' of Egypt are neither prefix nor suffix, they are simply bits of fine Sahara sand thrown into your eyes to enable the natives to relieve you of your money with dexterity, neatness and dispatch. Every time you enter the land of the blessed Nile you are soaked $10 for a visa, in spite of the fact that the original one reads 'Good for one year.' When you land and when you leave you are given, unceremoniously, a green ticket, supposedly as a result of quarantine examination, for which you have to part with two simoleons each time. In order to see the monuments and tombs in the Luxor section you must provide yourself with a ticket costing nine bucks. At the pyramids you are approached by vendors who want to sell you mummies, sphinxes and antiques for ten shillings each ($2.50) and finally after bargaining sell it to you for one piastre (5 cents). In addition, errors in your hotel bills are frequent, and short changing is practiced brazenly and repeatedly. Beware, therefore, of the gyps of Egypt!"—New York World.

Not Bettering Himself

Mr. F. M. Longanecker, superintendent of schools at Racine, Wis., argues that teachers are unwise in changing positions merely for a change. Frequently they do not better themselves; they simply change one set of troubles for another. They are not as shrewd as the farmer who wandered one day into a Woman's Exchange with the question: "Be this the Woman's Exchange?"

Middle-aged clerk: "Yes."

Farmer: "You are the woman?"

Clerk: "Yes."

Farmer: "Um, guess I'll keep Sarah."

BUYERS NEWS

SKELGAS FOR SCHOOLS AND PORTABLE BUILDINGS

The Skelly Oil Company of Eldorado, Kans., has announced a new system of compressed natural gas, called Skelgas, which supplies gas for schools and colleges in small towns where city gas is not obtainable. It is adaptable for use in situations where gas is needed for cafeterias or for physics, chemistry, and domestic-science laboratories. It is not only convenient and speedy, but moderate in cost as well; it is clean-burning, with no soot or odor, and may be operated at the small cost of less than one-half cent per hour per burner.

Skelgas installations may be made promptly and economically. A steel cabinet to hold the steel cylinders in which the compressed gas is furnished can be placed outside any school building and can be serviced in a few minutes without having the service-man enter the building at all.

The Skelly Oil Company has branches in numerous large and small cities and is ready to give prompt service to school boards in practically any community. Complete circular and price lists on Skelgas are available upon request.

GRIGSBY-GRUNOW COMPANY ESTABLISHES DEPARTMENT FOR TEACHING USE OF THE RADIO

The Grigsby-Grunow Company, large radio manufacturers of Chicago, have announced the establishment of an education department which will teach the various applications of the radio to instruction of every kind. The department will also promote methods of installation which will permit a wide variety of uses.

The new department will be in charge of Mr. Ray S. Erlandson, formerly assistant secretary of the National Education Association. Mr. Erlandson is a former instructor in the teachers' colleges of Milwaukee and River Falls, Wis., and enjoys a wide experience in the rural and city elementary schools. At the present time he is president of the associated exhibitors of the National Education Association.

LIGHT FOR LIBRARY STACKS

The Holophane Company has just issued a new booklet on the lighting of library stacks. The booklet suggests specific methods for solving the problem of lighting libraries economically in the sense that there is ample light at the lowest possible cost for fixtures and current. The booklet will be found useful in any school-board office and will be greatly appreciated by architects and committees who are solving the problems of laying out and equipping new and old school libraries. The booklet may be obtained from the New York office of the firm under the designation of Booklet No. 1000.

OCCUPY NEW OFFICES

The Troy Laundry Machinery Company has moved its San Francisco branch to new and greatly enlarged quarters at 1201 Folsom Street. The new home of the firm is known as the Troy Building and is a concrete structure embracing 15,000 feet of floor space. It affords complete accommodations for the stock and repair shops of the firm and for the executive and sales offices. The San Francisco branch is headed by Mr. R. W. Smith as manager and Mr. Fred C. Mosely as assistant manager.

MR. KILEY APPOINTED GENERAL MANAGER OF RADIO-VICTOR CORPORATION OF AMERICA

Mr. George Kiley has been appointed as general merchandising manager of the Radio-Victor Corporation of America. Mr. Kiley was formerly associated with the Goodyear Tire and Rubber Company for fourteen years, as branch and district manager. Since 1924, Mr. Kiley had been associated with the Farrand Mfg. Company of Long Island City, New York, as vice-president.

EAU CLAIRE COMPANY EXPANDS WESTWARD

The Eau Claire Book & Stationery Company of Eau Claire, Wis., has acquired a controlling interest in the old, established school-supply firm of Christenson & Dempster at Sioux Falls, S. Dak.

Mr. Dempster retired on July 1, while Mr. Christenson continues in the management of the business. The firm name in the future will be the Sioux Falls Book & Stationery Company, and its lines will include the important brands of school furniture, equipment, supplies, and stationery carried by the Eau Claire school-service companies in Michigan, Wisconsin, and Minnesota.

NEW CATALOG OF DEVRY MOTION PICTURE PROJECTORS

The DeVry Corporation of Chicago, Ill., has issued a new catalog, illustrating and describing the use of the DeVry school films and their advantages in the work of visualization.

"PRACTICAL PLANNING FOR SCHOOL FOOD SERVICE"

This publication is a genuine contribution to the art and science of planning school cafeterias in the full sense of the term. It outlines in detail the various problems of locating and planning the cafeteria, of equipping and furnishing it for the most economical service to the school. Especial attention is paid to that all-important problem, the engineering of the kitchen for efficiency and economy in space and operation. A few suggestions are made concerning the supervision and operation of the cafeteria.

The book suggests not only standards of floor space and area, but also details of floor, wall, and ceiling finish, types of furniture, etc.

The book has been prepared by the engineers of the John Van Range Company of Oakley, Cincinnati, Ohio, and represents a very much condensed summary of the findings of these engineers in planning and equipping cafeterias for colleges and schools in all sections of the United States.

The book is fully illustrated with the best types of school cafeterias, floor plans of typical layouts, etc. It is one of those practical, helpful publications which no school-board official or architect can afford to be without.

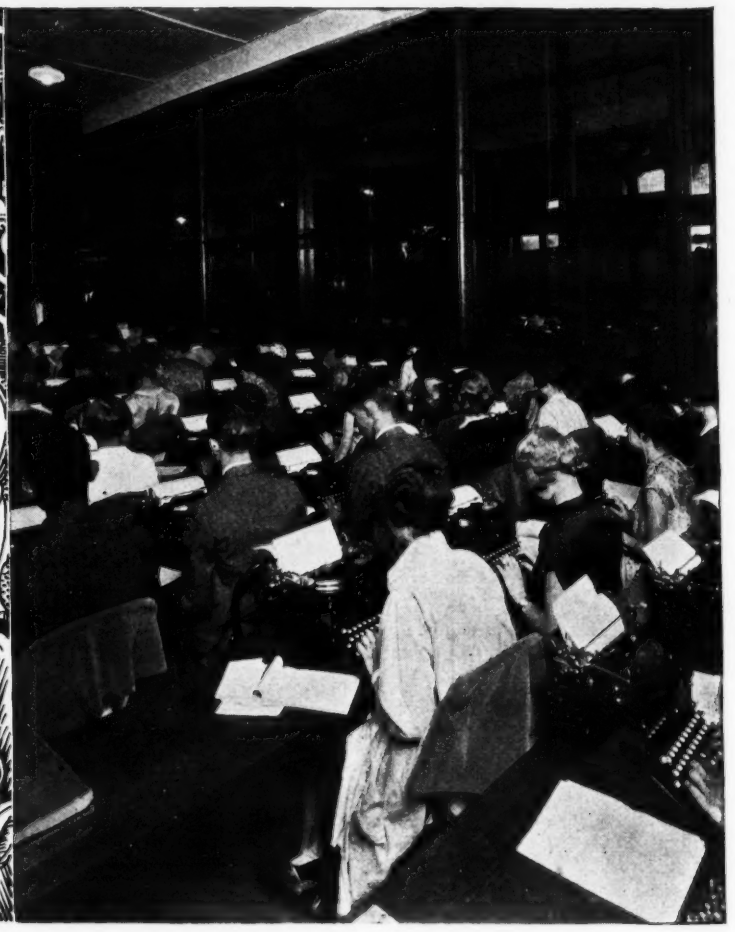
"THE LEHIGH" MECHANICAL DRAWING DESK

A new mechanical drawing desk has been designed by Mr. F. V. Larkin of the Department of Mechanical Engineering, Lehigh University, Bethlehem, Pa., and worked out and manufactured by the Laboratory and Vocational Furniture division of the W. W. Kimball Co., Chicago. The desk is equipped with 8 drawers, with special locking device and two compartments for drawing boards. One hundred of these desks are now in use in Packard Hall, Lehigh University.



THE NEW "LEHIGH" DRAWING DESK

What these schools think of REMINGTON NOISELESS



"Typewriter classes taught in the same room with classes in accountancy and shorthand without disturbance."

"Stencil cutting and carbon work improved 100%."

"A more thorough typewriting course taught easier and quicker."

"An improvement for pupil and teacher alike."

These are a few of many testimonials received from schools who use REMINGTON NOISELESS TYPEWRITERS.

Operating without sound, with effortless action, fast and accurate, the REMINGTON NOISELESS is the new machine of business. It should be in every school where pride is taken in up-to-date equipment. Demonstration arranged without obligation. Call the Remington Rand man . . . today.

Remington Typewriter Division

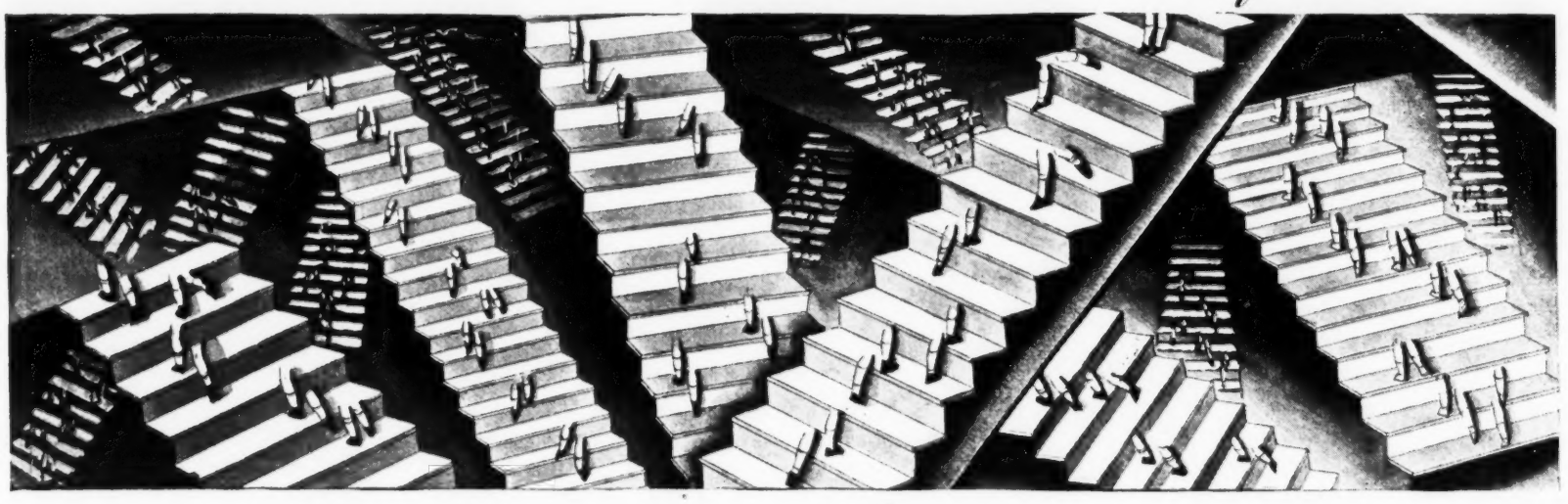
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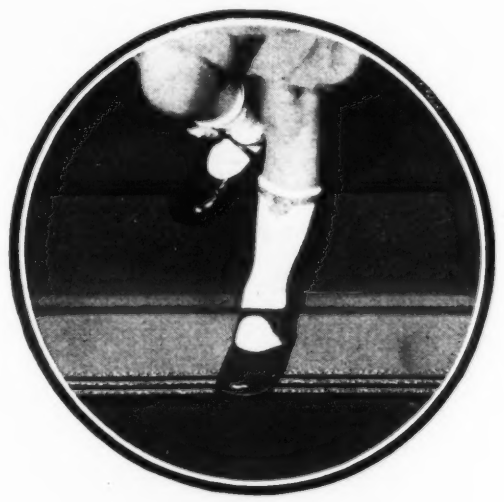
HUNDREDS OF STEPS *Thousands of Little Feet*



. . . Multiply the Danger of Accident

WOOSTER TREADS

Make Stair Steps Safe



Wooster Safe-Groove Stair Treads are furnished in steel or highly polished yellow brass base, in sections from 2½ to 6 inches wide.

WORN, slippery steps in schools, constantly menace the safety of the children who use them. In such schools where hundreds of steps are used by thousands of little feet daily, the danger of slipping or falling is multiplied tremendously.

Wooster Safe-Groove Stair Treads make hazardous stairs safe. Their wide abrasive ribs give firm long wearing traction. Deep, narrow grooves catch any articles such as pencils, chalk, matches or other stairway litter that might cause a serious fall. With Wooster Treads the foot comes in contact with only the flat ridges of abrasive grit which wear slowly and evenly, giving many years of wear and protection against slipping accidents. They are attractive in appearance and are quickly installed on stairs of any material.

THE SAFETY STAIR TREAD COMPANY
P. O. BOX 198-C, WOOSTER, OHIO

WOOSTER
SAFE—GROOVE STAIR TREAD



ONLIWON TOILET PAPER ONLIWON TOILET PAPER ONLIWON TOILET PAPER ONLIWON TOILET PAPER

A significant letter about paper towels

from the purchasing agent of The People's Motorbus Co. of St. Louis

ONLIWON TOILET PAPER ONLIWON TOILET PAPER ONLIWON TOILET PAPER ONLIWON TOILET PAPER

"DURING the past four years we have tested other towels," writes G. W. Wolf, of the People's Motorbus Co., "but we have always found it advisable to continue with Onliwon.

"For this period we have used Onliwon Towels and toilet paper in all of our five garages and offices. We have been most impressed by your high standard and the continued uniformity you maintain, coupled with reasonable prices."

The experience of this St. Louis purchasing agent is typical in every field

The reason—The Onliwon balanced formula

A. P. W. Onliwon Towels are a remarkable development for economy. Here, at last, is a paper fabric made scientifically to combine both absorbency and strength—during actual use.

We ask you to test this remarkable texture in your own washroom. The long, soft Onliwon fibres are specially laid to hold together when damp. One Onliwon Towel wipes the hands *dry*.

And Onliwon Towels are dispensed twice folded. In the hands of the user, drying speed is doubled: and the hands will not break through these two tough layers.

Striking economies with the Onliwon System

"We used over 50% more of the competing brand and our employees prefer the softer Onliwon," says the buyer for a large manufacturing plant. "Costs 80% less than cloth towels," volunteers a prominent building manager. "The cost per pupil per year under the Onliwon system was just .039¢," says a school superintendent. Let us send you actual comparisons.

THE ORIGINAL

ONLIWON

TOILET PAPER AND PAPER TOWEL SERVICE



Onliwon towel cabinet, pressed steel finished in white enamel. Lock to prevent waste and theft. Window to show when refilling is needed. Also furnished in green.

More drying power per case

A case of Onliwon Towels contains up to 21% more drying surface than other brands. They are constructed to do their job efficiently. With standard Onliwon cabinets they can keep your towel costs to the absolute minimum.

Industrial organizations, hotels, hospitals, schools and public buildings have furnished us facts on towel costs we believe would interest you. Just mail the coupon for further data as applied to your special problem.

Fill out this coupon

A. P. W. PAPER CO., Albany, N. Y.
We are interested in saving money. Without obligation, send us your story of Onliwon economy.

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Address ASJ-9

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